AN ASSESSMENT OF CONFLICT MANAGEMENT STRATEGIES AND THEIR EFFECTIVENESS IN PUBLIC UNIVERSITIES: A CASE STUDY OF THE UNIVERSITY OF ZAMBIA

BY

ZGAMBO EMMANUEL WHAROBS

UNZAZOU **2018**

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A dissertation submitted to the University of Zambia and the Zimbabwe Open University in partial fulfilment of the requirements for the award of Masters of Science in Peace, Leadership and Conflict Resolution (MSPL) Degree.

UNZAZOU **2018**

DEDICATION

This report is dedicated to my beloved family: My children Irene, Kambani, Robert, Sekelele and Khumbo.

DECLARATION

I, Zgambo Emmanuel Wharobs, do hereby declare that this dissertation represents my own work, and that it has not previously been submitted for a degree by anyone at the University of Zambia or at any another University for the purpose of acquiring a degree.

Sign……..…

Date…….

CERTIFICATE OF APPROVAL

This dissertation of Zgambo Emmanuel Wharobs has been approved as a partial fulfillment of the requirements for the award of the Degree of Master of Science in Peace, Leadership and Conflict Resolution of the University of Zambia in collaboration with Zimbabwe Open University.

NAME	**SIGNATURE**	**DATE**
…….	……..	…….....

ACKNOWLEDGEMENT

My thanks go to Jehovah God Almighty for his gracious affection. I extend my gratitude to my supervisor MR A.L.H Moonga for having taken time from his busy schedules to supervise and offer academic guidance to this research report. I sincerely acknowledge the support rendered to me by my precious wife Mable Mutukwa. Finally, i wish to thank Jackson Silwamba and all those who have supported me throughout this academic endeavor. My special thanks are also extended to all the respondents who found time to participate in the study.

LIST OF ACRONYMS

MSPL	Masters of Science in Peace, Leadership and Conflict Resolution
UNZA	University of Zambia
UNZAAWU	University of Zambia Allied Workers Union
UNZALARU	University of Zambia Lecturers and Researchers Union
UNZAPROSU	University of Zambia Professional Staff Union
UNZASU	University of Zambia Students Union

LIST OF TABLES

Table 1: Sex of Participants.....368

Table 2: The Responses from the participants on how effective are the conflict management strategies used at UNZA 379

LIST OF FIGURES

Figure 1 shows academic levels of education of the participants…….…..34

Figure 2 shows conflict management strategies……35

Figure 3 shows number of years participants worked with UNZA……...36

Figure 4 shows causes of conflict……..37

Figure 5 shows participants perception on organization performance……..38

Figure 6 shows strategies instigated on conflict management……...…39

Figure 7 shows effectiveness of conflict management strategies……..40

Figure 8 shows general comment on conflict management……..……40

Figure 9 shows personal views on conflict management strategies……..41

Figure 10 shows Confucius and new administrative building……...…....42

Figure 11 shows Dean of Students Office……...……..43

ABSTRACT

The purpose of this study was to assess conflict management strategies and their effectiveness in public universities: a case study of the University of Zambia (UNZA). The objectives that guided this study were to; establish the causes of conflict at UNZA, identify strategies used by the University of Zambia in conflict management and determine the effectiveness of various conflict management strategies used at UNZA. The study employed a non -mixed method descriptive design which involved only qualitative method. Purposive sampling techniques were used to come up with a population of 21 respondents, that is, 3 principle officers, ten shop stewards and 8 union representatives. Data was collected using an interview guide and analysed using thematic methods. The study findings reviewed that among the causes of conflicts were attitudes towards each other, belonging to different political affiliations, poor negotiation skills for workers' salaries and poor conditions of service. Conflicts led to low productivity and time was greatly wasted in the quest to deal with conflicts. Concurrently, conflict management strategies utilized by the institution were found to be collaborative efforts, negotiating workers payments and accommodating were some of strategies which were found to be effective in curtailing conflicts at the institution. Finally, it was established that inefficient conflict management costed UNZA's time and resources which have led to poor performance of the institution. Conflicts do not only negatively affect the performance but they also positively bring out constructive ideas. Finally, harmonious relationships were encouraged as most participants commented that conflict must be well managed.

TABLE OF CONTENTS

DEDICATION i

DECLARATION ii

CERTIFICATE OF APPROVAL iii

ACKNOWLEDGEMENT iv

LIST OF ACRONYMS v

LIST OF TABLES vi

LIST OF FIGURES vii

ABSTRACT viii

CHAPTER ONE 1

INTRODUCTION 1

1.0 Introduction 1
1.2 Statement of the problem 4
1.3 Purpose of the research 4
1.4 Objectives 5
1.5 Research questions 5
1.6 Significance of the study 5
1.7 Theoretical framework 6
1.8 Conceptual framework: 7
1.9 DEFINIT 7

CHAPTER TWO 10

LITERATURE REVIEW 10

2.0 Introduction 10

2.1 Definition of conflict 12

2.2 Types of organizational conflict 13

2.3 Causes of conflict in high-learning institutions 14

2.4 Consequences of conflict 25

2.5 Role of conflict management in organizational performance 26

2.6 Conflict management strategies 28

CHAPTER THREE 33

RESEARCH METHODOLOGY **33**

3.0 Introduction **33**

3.1 Research design **33**

3.2 Population **33**

3.3 Sample size **34**

3.4 Sampling procedure **34**

3.5 Research instruments **34**

3.7 Ethical considerations **35**

CHAPTER FOUR **36**

PRESENTATION OF THE FINDINGS **36**

DISCUSSION OF THE FINDINGS **48**

5.0 Introduction 48

5.1 Causes of conflict at the University of Zambia. 48

5.2 Strategies used by the University of Zambia in conflict management 50

5.3 Effectiveness of various conflict management strategies used by the University of Zambia. 51

5.4 Gender, levels of education and period in service of the participants 53

CHAPTER SIX **54**

CONCLUSION AND RECOMMENDATIONS **54**

6.0 Introduction 54

6.1 Conclusions 54

6.2 Recommendations 55

APPENDICES **62**

Appendix 1: time frame 62

Appendix 2: budget 63

APPENDIX 3: INTERVIEW GUIDE FOR MANAGEMENT 64

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Conflict is when two or more values, perspectives and opinions are contradictory in nature and have not been aligned or agreed to, including: within oneself when one is not living according to one's values; when values and perspectives are threatened; or discomfort from fear of the unknown or from lack of fulfillment. Conflict is inevitable and often good, for example, good teams always go through a "form, storm, norm and perform" period. Getting the most out of diversity means contradictory values, perspectives and opinions (McNamara, 2007). Many people view conflict as an activity that is almost totally negative and has no redeeming qualities. Some consider it as dysfunctional, destructive, and the same time as a catalyst for change, creativity and production (Posigha & Oghuvwu, 2009). The University like any other organization is not immune from conflict. This is because; in any circumstances where two or more people co-exist to form an organization, conflict is anticipated.

The university system comprises a variety of communities based on the wide range of academic disciplines and functions. Its internal behaviour constitutes a very complex organism shaped by many hands. This implies that internally, the university or college life is shaped by many logic, habits and dynamics. It is also influenced by various challenges, constraints and pressures from the outer environment. The combinations of external pressures and internal pressures within the university and college systems made administration very difficult and complex, therefore conflict is inevitable. Conflicts have given rise to distrust and hostility among professionals and academics, thus contributing in hampering smooth, effective and efficient administration in the universities. It also appears that despite this situation, stakeholders in education seem to develop non-challant attitude towards conflicts. If this role of conflict management is not well checked, it can be descriptive and negative as people involved will often see one another as enemies. This is unwholesome for the University community and Zambia educational system as a whole (Ndum & Okey (2013).

1.1 Background to the study

The word conflict brings to mind images such as violence between parties, opposition processes and threats to cooperation. A great difference of opinions exists on the source and effect of conflicts on corporate performance and the effectiveness of the various strategies available for managing them. Some researchers have argued that conflicts were signs of a vibrant organization while others asserted that it was destructive and capable of impeding stability and profitability of organizations (ACAS/TUC, 2010).

According to Folgers and Shubert (1995), colleges and universities were no longer seen as quiet enclaves free from the conflicts that arose in all hierarchical organization. Differences in goals or plans for the allocation of resources, misinterpretation or inconsistent application of institutional regulations, breaches of formal or informal contracts, power struggles and personal antagonisms were all possible sources of conflict. Many scholars suggest that conflict could both be constructive and destructive, Constructive conflict was known as functional conflict while destructive conflict was known as dysfunctional conflict. Functional conflict is defined as challenging of ideas, beliefs, and assumptions, and respect for others' viewpoints even when parties disagree (Massey & Dawes; 2007). It was considered useful for the organization and was therefore welcomed, while dysfunctional conflict was considered damaging and is therefore discouraged in the organizations. Dysfunctional conflict is thought to increase dissatisfaction and decrease the affective wellbeing of the employees and decline the organizational efficacy (Rahim, 2000).

According to Deutsch (1973), conflict inevitably means that people are working against each other, in such a manner that what one wants is compatible with that which another wants. It could bring about competition in the pursuit of goals. What the competitor gets comes at the expense of others or the job. It was therefore counterproductive, disruptive, unnatural, and produces a deviation from the free flow of events.

The complexity or intractability of these conflicts could vary considerably depending on the issue itself, the time period over which it had existed without resolution and the frustration levels of those involved. Unaddressed or unresolved conflicts over issues may transform or escalate to conflicts over relationships. Unaddressed dysfunctional conflict could also become accepted as normal over time and spread through a work group or organization (Adebisi, 2004).

Conflict at work was certain; however, the result may be influenced by the manner in which the conflict is managed. The volume and intensity of impending conflict is determined by how the conflict was handled. Effective conflict management encourages enthusiasm, boosts morale, and stimulates individual and organizational development; while ineffective conflict management produces more conflict and destructively effects the whole organization. Effective conflict management involves the use of an assortment of styles dependent on the conditions of the conflict (Adebisi, 2004).

A major factor that could throw parties into a state of incompatibility was their perception of the issue at hand or issue of interest. There were other factors that could contribute to the creation of conflict in organizations like task interdependence, scarce resources, goal incompatibility, communication failures, individual differences and poorly designed reward system (Adomi & Annie, 2005).

Furthermore, Management of conflict was extremely important for the effective functioning of organizations and for the personal, cultural, and social development of individuals. The manner in which the conflict is managed can cause more tension in the situation rather than the conflict itself.

Conflict was a necessary and useful part of organizational life. It was inevitable and an integral part of the process of change. Indeed, it is an aid to cooperation, not an obstacle. There are two sides to conflict, one was destructive and unhealthy and the other had a problem-solving base where those involved are willing to sublimate personality differences, to listen to others' views and to be open and candid to each other, to be supportive and helpful whereas the former defeats cooperation (Adomi & Annie, 2005).

Albert (2001) averred that there are productive and destructive conflicts. According to him, "A conflict was said to be positive when it was constructively discussed by the parties and amicable terms for settlement reached". Constructively managed conflict induces a positive performance while poorly managed conflict heated up the environment to bring about 'dislocation of the entire group and polarization, reduced productivity on job performance, psychological and physical injury, emotional distress and inability to sleep, interference with problem activities, escalation of differences into antagonistic position and malice and increased hostility.

Through conflict management a cooperative atmosphere was created for promoting opportunities and movement directed towards non-violent, reconciliation or basic clashing

interest. However, no matter how one looks at conflict, it was important to realize that conflict was one of the best ways in the world to turn the tide and improve unsatisfactory conditions. As a matter of fact, sometimes there may be no real dispute to be managed, but there may be need for greater understanding, cooperation and team work to promote interpersonal harmony and good organizational climate for teaching and learning (Awan and Saeed, 2015).

Conflict in workplaces was a reality and the employment relationship could be seen to be offering incentives for both cooperation and conflict between employer and employee. In organisations people often avoid conflict without knowing it and organisations, work teams or work groups are likely to develop a conflict culture or climate over time (Bass, 1985).

In the institutions of higher learning, people with differing nature - students, lecturers and administrative staff have to work harmoniously together. The goal of university education was pursued through its main functions and activities of teaching, research, dissemination of existing and new information, service to the community, and being a storehouse of knowledge. In carrying out these functions, there were always conflicts within and among the categories of people within the school community, namely students, teaching staff, administrators and non-teaching staff (Awan and Saeed, 2015).

1.2 Statement of the problem

The effects and consequences of unmanaged conflicts in the University on academic staff, students and the university management were crucial (Dijkstra, 2006). In Zambia little information existed on conflict management strategies and their effectiveness in public universities. If the situation remained the same, it had the potential to negatively affect the smooth operation of public Universities and national development at large. Therefore, the study endeavored to assess conflict management strategies used and their effectiveness in mitigating conflicts at the University of Zambia.

1.3 Purpose of the research

The purpose of this study was to assess conflict management strategies and their effectiveness in public Universities: a case study of the University of Zambia.

1.4 Objectives

The specific objectives of the study were to;

1. Establish the causes of conflict at the University of Zambia.
2. Identify strategies used by the University of Zambia conflict management
3. Determine the effectiveness of various conflict management strategies used by the University of Zambia.

1.5 Research questions

The research questions of the study were to;

1. What are the causes of conflict at the University of Zambia?
2. What strategies are used by the University of Zambia in conflict management?
3. How effective are conflict management strategies used by the University of Zambia in resolving conflict?

1.6 Significance of the study

Examining conflict in Zambian universities today empirically showed that conflict, if not properly managed, could negatively affect the goals of any University (Alok and Shaheen, 2014). In view of this assertion and its consequential effect on Zambian universities, it became imperative to carry out this study. This study, therefore, examined the causes of conflicts in universities and the strategies adopted in managing them without allowing such conflicts to escalate to the extent of affecting the productivity of the academic staff and the overall goals of the universities. The study is significant in the sense that it makes the following contributions to conflict management literature in public and private universities in Zambia. First and foremost, this study enables universities management to have better insights into the causes of conflicts and show how to positively manage the situations caused by these conflicts in order to aid proper administration of the university system. Secondly, the findings enhanced the understanding of government educational agencies and other stakeholders in university management in Zambia, this was to effectively manage conflicts as most public universities conflicts were centered on poor conditions of service between the academic staff, students and the government. Thirdly, it provides an insight into many and diverse aspects of conflict management in the Zambian university system and how these conflicts could be better suited to bring about their functionality. Lastly, this study is of

immerse academic benefit to advance further research on conflict management strategies and related topics.

1.7 Theoretical framework

This research was anchored on the contingency theory developed by Fiedler's (1958). Various conflict management theories opined that a healthy conflict management system should integrate the internal sub-system with the higher level of the organizational hierarchy. Jehn (1999) opined that Contingency Theory was one of the conceptual tools useful for managing organizational conflicts. He stated that there were three major conflict management approaches from which an intervener can draw to formulate an approach appropriate for resolving a dispute: collaboration, bargaining and power play. The appropriate use of these methods depended on the individual and organizational state.

Collaborations involved people surfacing their differences (get them out in the open) and then work on the problems until they had attained mutually satisfactory solutions. This approach assumed that people would be motivated to expend the time and energy for such problem-solving activity (Jordan & Troth, 2006).

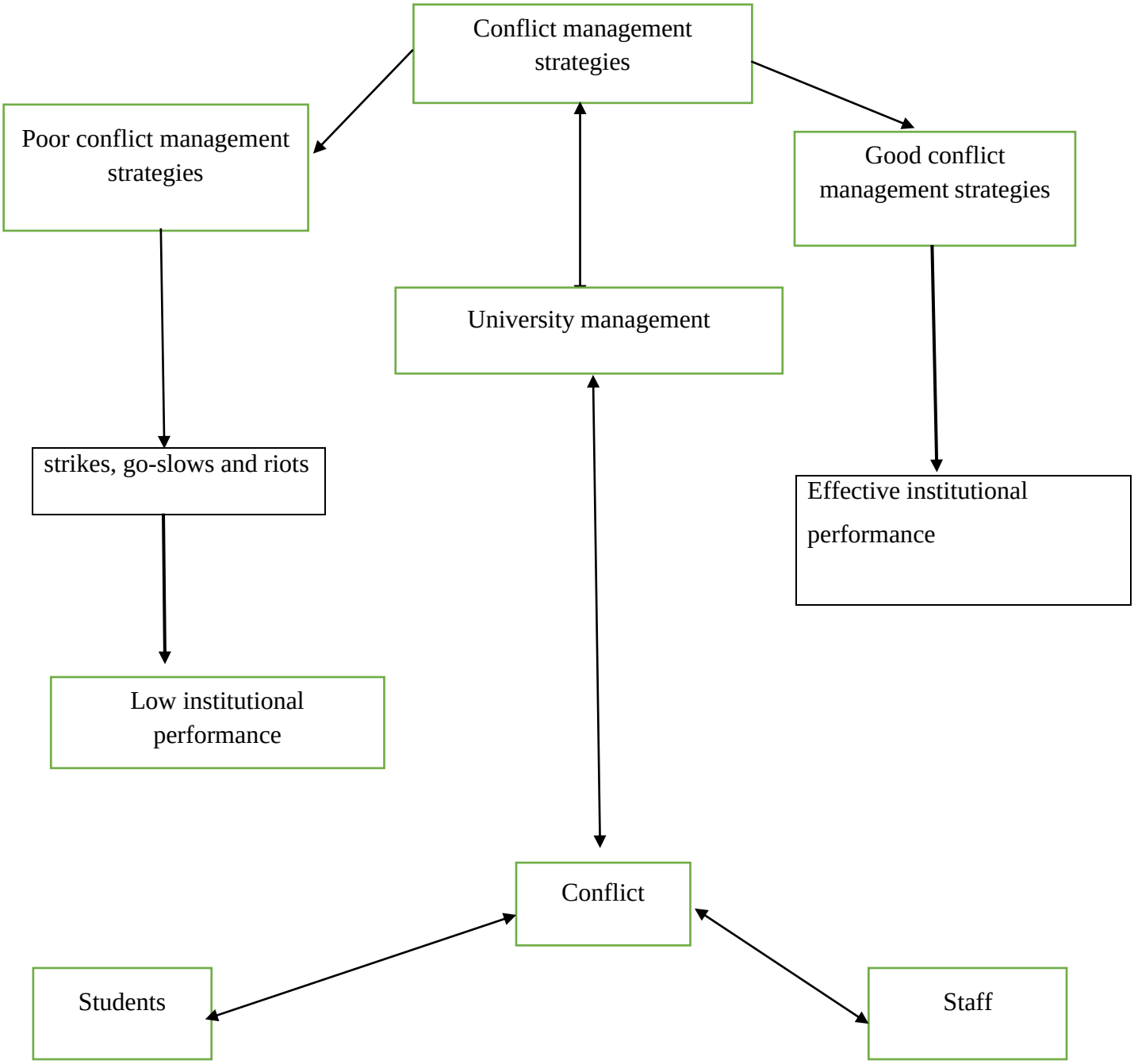
Bargaining on the other hand, assumes that neither party would emerge satisfied from the confrontation but that both, through negotiations, could get something they did not have at the start, or more of something they need, usually by giving up something of lesser importance. One party generally own more than the other; by the skilful use of tactical trades, he could get the maximum possible from the other side (Jordan & Troth, 2006).

Third approach was Power Play, which differed from the other two approaches because its emphasis was on self-interest. Whereas, in collaboration and bargaining the two sides come together to try to resolve their problems, when power was the dominant mode, the actions were unilateral or in coalitions acting unilaterally. Therefore, the arguments of this theory were to be taken into account for successful resolution of organizational conflict at all the levels.

1.8 Conceptual framework:

Orodho (2009) defines a conceptual framework as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship diagrammatically:

Effects of good and poor conflict management strategies.



1.9 Limitations of the study

In the process of the study certain problems were encountered. Among these problems was the inadequate completion of the instrument by some respondents. This led to some of the instrument being discarded. Another problem was the poor communication network to many parts within the University. This led the researcher and the research assistant to utilized longer period in the retrieval of the completed instrument from the respondents.

1.10 Delimitations

The delimitations are simply the parameters that a researcher chooses to place on the study (Hepper, 2004). In this regard, the study will be carried out at the University of Zambia in Lusaka province.

1.11 Definitions of key terms

The researcher was obliged to define each term as he wanted the reader to know what they stood for. Thus, the section below is the list of the terms that have been used in this study.

Performance Indicator: It referred to the measure of evaluating the success of an organization, business unit, project or individuals compared to the company's strategic goals and objectives (Lebans & Euske 2006)

Performance appraisal: This was a systematic and periodic process that assessed an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives (Riel, 2001)

Lock out: Referred to work stoppage in which an employer prevented employees from working (Eirlene and Nelson, 2007)

Conflict: All kinds of opposition or antagonistic interaction, (Armstrong, 2009)

A theory: The view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomenon (Simons, 2007).

Dysfunctional Conflict: Confrontation or interaction between a group that harms or hinders the achievement of organizational performance (Nzuve, 2007).

Efficiency: The ability of an organization to achieve internally and externally set goals within the available means and with a minimum of waste, expense and effort (Griffin, 2006).

Effective: The ability of making decision or having the desired effect or producing the intended result in an organization (Griffin, 2006).

Organization: A deliberate arrangement of people to accomplish some specific purpose, (Robbins &Coulter, 2004).

Organizational Performance: To the accumulated end results of all the organization's work process and activities (Adler, 2008).

Conflict Management: This refers to strategies employed to prevent, resolve, suppress or end conflict by the authorities, both within and outside the campuses (Armstrong, 2009).

Management Strategies: It refers to methods employed by the management team to avoid, prevent, limit, resolve or end conflicts within and outside the university (Armstrong, 2009)'

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is an integral part of any social and academic research. O'Neil (2010) avows that literature review is an account of what has been published on a topic by accredited scholars and researchers. Similarly, Kombo and Tromp (2014:62) asserts that, "literature review refers to the works the researcher consulted in order to understand and investigate the research problem.

Therefore, this portion of study dealt with theoretical and empirical analytical literature on organizational conflict. The potion was divided into three parts: Empirical literature, conceptual framework and the theoretical framework. This chapter was a review of the various literature presented by scholars on the perspective of the title of the study. This was for the sole purpose of giving clarity to what the research was all about. The literature was reviewed in relation to the study objectives on this study and order of presentation was as such.

There is no universal agreement regarding the definition of conflict. It has many definitions and conceptions, depending on the issues being addressed (Pakia, 2013). Chukwuemeka, Ugwu, Okey, and Igwegbe (2012) confirmed this lack of consensus definition among scholars and writers. However, most writers agree that conflict is an inevitable phenomenon in any organisation (Jones et al, 2000). According to Borisoff and Victor (1998), it is difficult to define conflict or come to a consensus with regard to its definition. Suppiah and Rose (2006) consented to this by stating that there is no comprehensive definition of conflict as the definition varies depending on the discipline to which it is applied and the perspective from which it is viewed. However, they went further to assert that conflict is a natural consequence of interaction with people and therefore inevitable. To buttress this argument, Ejiogun (1990) had prior to this time, stated that conflict is bound to happen regularly in all human interactions and organizational behaviour.

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Conflict is not necessarily a bad thing. According to Anih (2008), conflict is a part of life, but it becomes unhealthy when it is between people rather than about idea. Conflict is bound to occur as long as there are people dealing with fellow people, making decision or having meeting. Ekpu (2008) opined that conflict is neither positive nor negative as it is the result of diverse characteristics of our thoughts, beliefs, perceptions, attitudes at social systems and structure. Thus, Ekpu explained that it is the way one handles, manages conflict that will determine its effects. Conflict could be seen as an energizer of development if properly managed by people and the conflicting parties involved. Conflicts have negative outcomes when the affected individual exhibits a feeling of defeat and demoralization; they also have positive outcomes when better ideas are produced, they force people to clarify views.

Public universities and organizations are not immune from conflict. This is because; in any circumstances where two or more people co-exist to form an organization, conflict is anticipated. Public universities comprise a variety of communities based on the wide range of academic disciplines and functions. Its internal behaviour constitutes a very complex organism shaped by many hands. This implies that, internally the university life is shaped by many logic, habits and dynamics (Anih, 2008). It is also influenced by various challenges, constraints and pressures from the outer environment. The combinations of external pressures and internal pressures within the university systems makes administration very difficult and complex, therefore conflict is inevitable.

The goal of university education is pursued through its main functions and activities of teaching, research, dissemination of existing and new information, service to the community, and being a storehouse of knowledge (FRN, 1981). In carrying out these functions, there are always conflicts within and among the categories of people within the university community, namely students, academics, administrators, non-academics and their unions. These categories of people have different purposes and expectations from the university. The non-academics who perform support- function might feel unappreciated by both the superior academics and the potentially more prestigious students. The administrators might also clash with students and staff in carrying out their functions of recruitment, admission, examination and provision of welfare services for the staff and students. Also, the academics have a complex dual role of teaching and research. The two, though reinforce one another, could be a source of much tension over the individual's division of time, energy and commitment.

2.1 Definition of conflict

Conflict has been observed to be in existence in all human organizations including the universities system. It could be described as all forms of opposition, disagreement, friction between two or more parties and it manifests in the forms of arguments, protests, demonstration, aggression and other destructive behaviours (Owens, 1995). While conflict occurrence have been observed to be inevitable and ubiquitous in human organizations, the strategies for managing it have remained topical issues and matters of concern to individuals, groups and scholars (National Open University of Nigeria, 2009).

According to Adeyemi (2010), conflict management strategies refer to the internal mechanisms used by the various authorities in resolving conflict. Amason (1996) described conflict as a form of socialization. He stressed that people in organizations have both personal and role preferences about the organizations' actions and policies. However, conflict exists whenever it is impossible for others to carry out their desired action. Hence, Bens (1997) reported that conflict is the tension that is experienced when a group of people feels that their needs or desires are likely to be denied. His argument was in consonance with the contention made by Owens (1995) who postulated that conflict occurs whenever incompatible activities occur while AbduRaheem (2004) argued that it could mean strife, controversy, discord of action and antagonism. Thus, in a related survey, Adeyemi (2010) found that in the Nigerian school system, conflict occurs from time to time. He argued that conflict is the art of coming into collision, clash or be in opposition with one another. His argument was in agreement with the argument made by Sessa (1996) and Canavan & Monahan (2001) who asserted that conflict situation is one in which the parties involved are unable to iron out their differences..

Conflict has also been defined as a situation of disagreement between two parties (Amusan, 1996). Accordingly, a conflict situation is characterized by the inability of those concerned to iron out their differences and reach an agreement on issues of common interest. This inability manifests in one form of protest or the other such as strikes and other work- disruptions (slow-downs, sabotage and planned absenteeism). Ejiogu (1990) also perceived conflict as mutual hostility and all kinds of opposition or antagonistic interaction including disagreements or controversies about ideas, values, and ways of life.

2.2 Types of organizational conflict

Duke (1999) identifies two essential types of conflict in organizations: vertical and horizontal. Vertical conflict occurred in groups of different hierarchical levels, such as manager and subordinate, whereas horizontal conflict occurred between individuals at the same level. Instances of vertical conflict occur more frequently and had greater impact than horizontal conflict because causal factors tend to equalize in people of equivalent hierarchical levels (Robbins, 1983).

When vertical conflict occurred, employees were more likely to feel they were not properly involved in the organization and neither were their needs met. In short, they feel powerless and alienated. (Ikeda et al, 2005) argued that types of organizational conflict usually stemmed either from differences in value and ideology or from disagreements over benefits, salary, and working conditions.

On the other hand, Ejiogu (1990) states that the major types of conflicts identified by Ejiogu (1990) include conflict due to hierarchy of positions, subordinate conflict between the boss and his subordinate (such as between lecturers and students), superordinate conflict between the administrator and an authority over him (e.g. Vice Chancellor and the Visitor), and lateral conflict between an administrator and his peer (e.g. between Vice Chancellors of two universities). In addition, there is also conflict based on the relationship between the objective state of affairs and the perceived state of affairs by conflicting parties (this conflict could be veridical, contingent, displaced, misattributed or latent). There is also another type of conflicts based on antagonistic source such as conflict between cultural values and institutional expectations, role expectation and personality roles, and deriving from personality discord.

Conflict was an awareness of the parties involved of discrepancies, incompatible wishes, or irreconcilable desires (Brinkert, 2011). It was ubiquitous across teams with a high level of task interdependence. Past research had observed that conflict emerged when team members had developed opposing values and goals. Recent studies had further found that conflict may still dominate the team decision making process even when team members shared the same goals because people with different knowledge bases and experiences approached the team's tasks from diverse and even opposing perspectives (Brinkert, 2011).

2.3 Causes of conflict in high-learning institutions

Empirical research findings had provided insights into causative factors of workplace conflict. Obasan (2011) found lack of resources, different expectation, and competition, lack of cooperation, and interdependence and communication problems as factors that had caused conflicts in the Nigerian service industry. Relatedly, in the banking sector in Nigeria, Obasan (2011) identified unacceptable terms of employment, poor human relations between management and workers, non-consultation with employees before making key decisions affecting them, anti-union posture of management and lack of effective mechanism for prevention of conflict as multiple causal factors of workplace conflict.

A Philippian study also conducted in the banking industry by Tsevendorj (2008) rated communication failure, perception, values and culture problems as moderately serious sources of conflict. Thus, most organizational conflicts had economic and goal incompatibility orientations in the workplace. It can be argued that this study mainly focused on the banks than other institutions like universities which have different conflict management strategies.

Conflicts have given rise to distrust and hostility among professionals and academics, thus contributing in hampering smooth, effective and efficient administration in the universities (Tsevendorj, 2008). It also appears that despite this situation, stakeholders in education seem to develop non-challant attitude towards conflicts. If this role conflict is not checked, it can be descriptive and negative as people involved will often see one another as enemy. This is unwholesome for the University community and Zambian educational system as a whole (Ndum & Okey (2013). De Janasz, Dowd, and Schneider (2006) stressed that conflict is a fact of life in organizations. According to Folgers and Shubert (1995), Public universities are no longer seen as quiet enclaves free from the conflicts that arise in all hierarchical organization. Differences in goals or plans for the allocation of resources, misinterpretation or inconsistent application of institutional regulations, breaches of formal or informal contracts, power struggles and personal antagonisms are all possible sources of conflict.

Many scholars like Kapur (1997), suggested that conflict can both be constructive and destructive, Constructive conflict is known as functional conflict while destructive conflict is known as dysfunctional conflict. Functional conflict is defined as challenging of ideas, beliefs, and assumptions, and respect for others' viewpoints even when parties disagree (Massey & Dawes; 2007). It is considered useful for the organization and is therefore

welcomed, while dysfunctional conflict is considered damaging and is therefore discouraged in the organizations. Dysfunctional conflict is thought to increase dissatisfaction and decrease the affective wellbeing of the employees and decline the organizational efficacy (Rahim, 2000; Guerra et al., 2005).

Conflict is an integral part of human life whether it can be personal life or organizational life or social life or national life. Kapur (1997) indicated that conflict is a process in which an effort is purposefully made by one person or a group to block another person's or group's achievement of goals or the furthering his or her interests. In order to manage the conflict effectively the people need to be develop strategic approach. Kunaviktikul, Nuntasupawat, Srisuphan, & Booth (2000) indicated that management of conflict is especially important for the effective functioning of any organization and for the personal, cultural and social development of human beings. Rahim (1986) pointed out that effective conflict management encourages motivation, enhances morale and promotes individual and organizational growth. Ineffective conflict management, in contrast, generates more conflict and negatively affects the organization as a whole.

Further he pointed out that there are various strategies for handling interpersonal conflict to deal with different conflict situations effectively in order to solve or minimize conflict in organizations. Adomi & Anie (2005) pointed out that managers should develop appropriate strategies to resolve the conflict in their organizations or in the personal life. Rahim & Bonoma (1979) classified the conflict management strategies under five categories; competing, integrating, avoiding, obliging and compromising based on two basic dimensions: concern for self, and concern for others.

Survey studies carried out in the university college of Cape Town by Wyllie and reported by Seamus (1995) indicate that over working cause conflicts in educational administration with teachers who are unmotivated in their work. Some teachers go into teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Foster (1989) affirm this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher will always be in the centre of blame. He or she will not get anything done without running into trouble with the teachers.

Kingala (2000) concurs with the above authors and indicates that men and women who have no calling to teaching vocation take up the training as teachers but have no interest in looking after the young people. These teachers find themselves inside the classroom doing a job they do not like but because they need money, they stick. He also indicates that due to lack of interest in teaching, the teachers become increasingly brutal to the students. Such teachers also become patronize to the politicians and receive protection. A teacher in this category causes trouble to the head teacher because he is sure of protection from the politician who will use the teacher to tilt scales in the political battlefield.

Republic of Kenya (2001) demonstrates that some teachers are forced to teaching profession without commitment. These teachers cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with students or incite them against the school administration. Philips (2000) affirms the above views and indicates that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interest in students‟ work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to students who break school rules. These teachers have no respect for school administration and sometimes incite students against the principal.

Some administrators perceive causes of conflicts in their school as due to lack of commitment to work in their schools. There are things that principals do in their schools that posed a serious challenge to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocrat or dictatorial according to Katumanga (2000). He further reveals that some head teachers have been forced to deal with conflicts in their schools which are due to their own making. Some head teachers fail to perform well in educational administration because of frequent absenteeism in their schools.

Okotoni and Okotoni (2003) concur with these views and indicated that situations sometimes arose where the conflicts developed serious personal differences between the stakeholders were transferred into school environment. Cases arose sometimes when the head teacher was engaged in conflicts with a BOG member due to differences traced way back in their neighbourhood at home.

Some school managers perceived conflicts in educational administration with absence of needed financial resources. According to Some (2010), shortage of finances makes it hard for the head teacher to forge ahead in educational programmes. He indicates that head teachers

have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resources in school sometimes is blamed on the head teacher. Once in a while, parents blame the head teacher for not trying to provide the required learning facilities.

Lunenburg and Ornstein (1996) emphasize the fact that principals face difficulties in their schools due to problems associated with lack of finances to run education programmes. The situation is made complicated when the board is left to decide on fees to be paid by the parents and draw a budget. Estimates are made and forwarded to the central office. Sometimes the central office rejects the proposals from the board and cut down the budget. The two authors further indicate that some parents fail to pay fees yet they expect their children to participate in education programmes like other students who have paid fees. The head teacher is left in dilemma on how to provide quality education in the absence of money. The case become more complex when the central government insists there must be education for all. When students fail to perform well due to lack of learning facilities it is the head teacher who is blamed by some parents who fail to pay fees.

Some researchers indicated that integrating strategy was an effective conflict management strategy (Thomas 1992). It is a win-win strategy to manage the conflict in an organization or personal life. In this strategy both parties can win in a conflict situation. Kessler (2013) defined in the encyclopedia of management theory that individual work collaboratively with other party in the difference of opinion to create solutions which enable both parties to get more benefits. Further he indicated that it is consistent with the idea that one person should treat others as they would like to be treated. Moreover, this strategy involves openness, exchange of information, and examination of differences to reach an effective solution acceptable to both parties (Bonoma & Rahim, 1979). Further this strategy is a problem solving orientation and a willingness to explore and work with the other person to find options which will be mutually acceptable by both parties in order to maximize their benefits (Rahim & Bonoma, 1979).

Stephen (1998) viewed integrating strategy refers a situation where the parties in conflict each desire to satisfy fully by the concerns of all parties. In this strategy interested parties deal with the problem and cooperatively identify the issues, generate the alternative solution and select a solution. Further this strategy produces superior outcomes with open exchange of information and a higher level of satisfaction through the explanation of issue more

comprehensively. The primary weakness of this style is consumes time (Goodwin, 2002). Moreover, Egwunyenga (2009) found that encouraging effective communication was the effective strategy to solve the problems among the conflicting roommates in Nigerian universities and also Fatile, Adejuwon & Kehinde (2011) found that maintaining a good relationship between students and school administration, student's involvement in decision making process in school were effective strategies for resolving conflict. Further Agenge & Enose (2011) found that arbitration, understanding, culture of trust, negotiation, relationship and effective communication strategies were the effective conflict management strategies in public secondary schools in Kenya.

A number of research findings showed that various form of conflict also occur at varying degrees and proportions in universities. Amuseghan (2007), for instance, found that the level of occurrence of student-authority conflicts in the United Kingdom (UK) and Canadian universities was high while Oyebade (2000) and Awosusi (2005) reported that the level of occurrence of staff-authority conflicts in Nigerian tertiary institutions was also high.

Some University associate conflicts in their places with poor working conditions and lack of clear work and remuneration policy by the government. Some public Universities face a lot of difficulties in providing the necessary facilities and even teaching materials. According to the Republic of Kenya (2001), some public Universities did not have basic facilities including lecture theaters and teaching materials while some lectures lacked even offices to transact official duties. Okotoni and Okotoni (2003) indicate that lectures work in highly de-motivating conditions due to poor pay by the government coupled with lack of clear increments in salaries.

Yee and Cuba (1996) found out that some lectures were unable to adopt and respond to complexities in their institutions that fast. Some boards got impatient because they expect quick positive change, and when change fail to occur that fast, the head teacher is accused of being low performer. The management was quickly ejected out of the university and a new one brought in. Rono (2001) shares the above views and indicates that management display poor leadership qualities that created conflicts in university. Gordon (1991) indicates that inexperienced head management sometimes ran into serious problems when they fail to use their scarce resources properly. Meager resources available in the university may be used on trivial projects while major ones were untouched.

Oyebade (1994) in another study described conflict as inevitable. Conflict can therefore be described as a fact of life. It can be said to be a reality in any social system. In the Nigerian university system, there had been chains of conflicts which had led to gradual but steady disruption of academic activities. Many scholars have identified different conflict management strategies being used in organizations. Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing. In a related study, Hodge & Anthony (1991) identified conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation. The strategy identified by Meyer (1994) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving.

Nevertheless, Ibukun (1997) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts organizations. Likewise, Oyebade (1995) identified certain strategies as important in resolving conflict. These strategies include dialogue, automatic, emergency and delaying approaches. The efforts of all stakeholders in the university management are required in ensuring amicable resolution of conflict. In this regard, Adebayo (2007) postulated that the first strategy of conflict resolution is commitment to the management of productive conflict, such that conflict does not become destructive. He advocated for these strategies by enjoining leaders, management and all in positions of authority to promote the rule of law, protect the fundamental human rights, promote human freedom, fair allocation of values and equity of justice. These values are very essential in order to reduce friction and conflict in organizations.

Rono (2001) further reveals that some management staffs have been locked out of their university due to poor financial accountability. Some management staffs are not transparent in their financial matters of their public universities. The management staffs do not discuss financial issues of their school with their boards. When financial issues are brought in the agenda of the board meeting, it is usually the last item of the agenda when the member was tired and unable to discuss the item in detail, he further asserts. Members authorize use of university finance hurriedly without counter checking the implications. This gives a leeway to management staff to misappropriate university funds.

In order for conflict to occur, certain conditions must exist. It was thus imperative to understand the underlying conditions that could course conflict. In the words of Fajana (1995), conflicts could arise over a multiple of organisational experiences, such as incompatible goals, differences of values and philosophies or disputes over shared resources. Conflict was perception, so it begins when someone believed that another might obstruct his or her efforts. Conflict could arise because of the employer's quest to maximise profit while the workers representatives were out to ensure continuous improved condition of living for their member's conflict could also arise as a result of failure to honour agreed items on collective bargaining.

Deutsch (1973) emphasises those workers rights and employers prerogatives which when trampled upon, could cause conflict. These include pay, condition of services etc. Armstrong (1990) sees changes as another cause of conflict. Changes according to him are always with us but it is not always welcome. Resistance to change is natural and it arises because of habit once established, few of the unknown, conformity to customary expected ways of behaviour, misunderstanding of implications of change and individual differences.

Unless, it was well managed, he said, it could lead to conflict or even crises. Other causes of organizational conflict were competition for scarce resources, status in congruency, win-lose situations, the need for change, ambiguous rules and communication problems among others.

Furthermore, in the context of a university, Moses (200) argues that competition for scarce resources is one of the major causes of conflict. Research, teaching, student amenities, staff pay and other welfare services all have their claims on the limited resources at the disposal of the university. Hence, there is deprivation (relative or absolute) of the needs of all the groups within the system. The consequences of inadequate provision of financial resources to the university system are the decay of structures and the decline in services and functions. According to Sanda (1992), there is direct connection between deprivation which leads to frustration, and aggression. The conflicts which result from the frustrated are often directed against the defined aggressors or perpetrators of the undesirable state of affairs. Gross mismanagement of available resources could also result in conflicts. These conflicts could take the form of strikes, demonstration, boycott of lectures and violent riots.

According to Obasan (2011), perceived goal incompatibility is also a major cause**.** The potential for conflict is likely to be high where groups or individuals perceive and interpret the same phenomenon differently. In the university system, attention needs to be focused on

the critical point of contact between the teacher and the learner. The psychology of learning suggests that students will not learn well unless they are actively involved in the process, and so accept responsibility for their learning activities. So, if students do really feel that they are learning, much else will be forgiven. If not, they need to be listened to, otherwise, as posited by Geoffery (1977), they are going to find some other way to attract attention to themselves.

Moreover, drives for autonomy and academic freedom**:** Autonomy drives are those when one group either seeks to exercise control over some activity that another party regards as its own domain or seeks to insulate itself from such control (Idowu, 1985). Academic freedom, according to Sanda (1992:24) "Freedom to organize the university, design and teach courses, associate with others, project, imbibe, exchange and hold ideas without any fear of harassment or victimization, and challenge established orthodoxies without any fear of contradiction, all in the pursuit of truth". However, events such as outright ban of university staff and students' associations, fear of premature retirement, or rationalization of programmes as a result of government over- regulation all result in decreasing autonomy, decline in morale, goal displacement and ultimately, conflicts.

According to Lammers (1969), management style of universities can also be a cause of conflict in a university. Though a university is an academic enterprise, a lot of academic effectiveness rests on administrative support machinery Hence, the management competencies of university managers determine to a large extent, the severity of conflicts within the university, irrespective of the origin of the conflict (internal or external). Managers who have tendencies to authoritarianism and dogmatism are particularly conflict-prone. Equally prone to conflicts, according to Miner (1973), are those with low self-esteem and a disposition to distrust and suspicion.

Furthermore, Moses (2009) states that some arise due to political objectives outside the university. Political control of education in terms of financial and administrative policies bring about conflicts between the university and the government. The Federal Government, through the Federal Ministry of Education and National Universities Commission (NUC), controls the structure, curriculum, budget and calendar of the universities. Also through Joint Admissions and Matriculation Board (JAMB), all admissions to the universities are controlled and manipulated (Quota system). A new dimension to this control is the appointment of sole administrators (Military and Civilian) to run the universities (Major

General Mamman Kotangora (rtd) for Ahmadu Bello University, Zaria, and Professor Gomwalk for University of Nigeria, Nzukka, from 1995.

Difference in values and lifestyles is also a major cause of conflict in a university. Probably because of the concentration of young adolescents, possibly experiencing freedom and independence for the first time, the university campuses are filled with and threatened by, noise, aggressive styles of dress, sexual behaviours, aesthetics and secret peer associations (e.g. cultism). The older members - academic and administrators - impose rules and regulations. The young may answer back by demanding for, and claiming, their democratic rights, culminating in minor conflicts or even ghastly skirmishes between the students and the university authority.

There are different causes of conflicts in many organizations, yet they have strategic procedures which enable them to be solved. Among the many strategies is the accommodation strategy Abdul, (2013) noted to be effective in many ways. He asserted that accommodation is another style that is used to manage interpersonal conflicts between teachers and head teachers in the school. The accommodating mode is low assertiveness and high cooperation, times when the accommodating mode is appropriate are lo show reasonableness, develop performance, create good will, or keep peace. The study also established that, head teachers usually use the accommodating mode when the issue or outcome is of low importance to them. Despite this study being conducted in different secondary schools, the study is significant to this study since they are all learning institutions. Irene (2011) on the other hand maintains that the accommodating style satisfies the leaders and not the subordinates in an organisation thereby leaving an unbalanced process of administration.

Another study conducted on the strategies of conflict management by Meyer (1994) identified common strategies which have to be taken into account. The study indicated that there was need for effective communication which he described as the best because it would make the parties in conflict aware on. The kind of communication which could lead to problem solving is that which affects the structure and working conditions of the organisation. Dzurgba (2006) noted that conflicts could be settled through strategies like dialogue, meaning lo engage in the exchange of views and ideas between the parties in conflict. In addition, a study by Oyebade (1995) revealed that certain strategies are important in resolving conflict such as dialogue. Avoidance was not a successful method for achieving

a long-term conflict resolution since the original cause of the conflict remained static. How the Zambian institutions are solving their conflicts is what this study established.

A study conducted by Makaye (2012) argues that compromising is one of the techniques that have been used to address conflicts in secondary schools. The study established that it is done when the parties in conflict are ready to face each other amicably, and entails intercession, bargaining, negotiation, mediation, attribution and application of the integrative decision-making method, which is a collaborative style based on the premise that there is a solution which can be accepted by both parties. It was established that compromising impacted positively on teacher class performance while competing and avoiding styles had a negative impact on teacher performance which led lo frustrations. Other studies have questioned on the factors which necessitate the application of the conflict management strategies amidst the bureaucracy in the institutions.

Other studies have indicated that the avoidance, confrontation and collaboration are other strategies used but not considered effective. Literature reviewed by Ndlovu (2006) stated that avoidance as one of the management strategies used. He further stated that the avoiding strategy refers to low assertiveness and low cooperation. Many times, people avoid conflicts out of fear of engaging in a conflict or because they did not have confidence in their conflict management skill. A study by Abdul (2013) mentioned that avoidance is one of the strategies used to manage conflicts between teachers and head teachers. Further, Meyer (1994) argues that there was effective communication which he described as the best because it would make the parties in conflict aware of the kind of communication which could lead lo problem solving. Other studies have mentioned that dialogue is the best possible way of conflict management strategy that was used and should be used to manage conflicts between teachers and head teachers.

In regard to conflict resolution techniques, Robbins (2003) argues that the resolution of conflicts could be done through smoothing. This entails playing down differences while emphasizing common interests between the conflicting parties. The study further revealed that authoritative command is another technique of conflict resolution. This is where the management uses its formal authority to resolve the conflict then communicate its desires to the parties involved. These are some of the working conflict resolutions and solutions that have been used by other individuals.

A study by Watlam (2005) also agrees to the assertion that conflict management styles are necessary in any organization including the school in order to stimulate change and innovation and inefficiencies in working as highlighted. However, attempts to eliminate conflict can lead to such matters of not being attended to. In addition, Scott (2001) notes that in the school organization, healthy competition and rivalry can lead to better decisions being made as attention is more clearly focused on the issue. The impact of such conflict management styles such as collaboration is that, groups can become more cohesive and operate more effectively increasing individual motivation which goes a long way to boost standards of performance as a result of commitment and concern to make better decisions.

In disagreeing with the notion that conflict management styles are inherently destructive. It is important to note that Rahim (2001) asserts that a certain conflict management styles like competing in the school organization is healthy as it prevents the school from stagnation and from producing unreliable decisions. From this perspective, Parson and Mildred (2000) believe that when conflicts between teachers and head teachers in the school organization arc effectively managed, it can lead to outcomes that are productive and can produce a conducive teaching and learning environment. There was the impact of interpersonal conflicts in any organization is largely dependent on the way it is treated.

Bisno (1988) states that conflict management consists of the interventions designed to reduce conflict, or in some instances, to increase insufficient conflict. It is a process whereby managers design plans and implement policies and procedures to ensure that conflict situations are resolved effectively. Bourne (2015) add that conflict management broadens understanding of the problem, increases the resolutions and tend to work towards consensus and to seek a genuine commitment to decision making. Because there is a broader, stronger element of disagreement and discord within the conflict process, a considerable amount of mental and psychological energy is generated. The ability to divert this energy into productive achievement for both parties involved in the conflict can result in the conversion of conflict into a joint finding and problem-solving solution.

According to Bisno (1988), a conflict management strategy is an operational plan to achieve a conflict goal. Conflict management strategy can be defined as the behaviour towards the intensification, reduction and resolution of conflict (De Dreu, Harinck, Van Vianen, 1999). Follett identified three primary strategies that leaders use to manage conflict, namely: openness (or collaboration), distribution (or non-confrontation), and control. Although other authors (Morgan) have suggested additional strategies, Daves and Holland (1989) showed

that a three-dimensional model could effectively characterize supervisory conflict management behaviour.

Another study conducted by Bourne (2015) mentioned that the social deviance affecting many primary schools in Kingston and St. Andrew extends to Jamaica as well as to secondary schools and this continues to be a challenge for teachers and administrators. The researcher believed that among the components of conflict management styles and strategies are avoidance and compromise that while have their place should not be used as weapons against the students. Such an approach could suppress the conflict, and care should be used in utilizing avoidance and compromise in conflict management. Rahim (2001) add that when conflicts are suppressed, disputants invest more energy in perpetuating the conflict and individuals who have the potential to contribute toward enhancing school performance become stifled by the coercive style of administrators. Simply put, administrators must be cognizant of the conflict style and strategy as their actions could go to further deepen the divide and foster futuristic conflicts. This provides a justification for the importance of collaboration in conflict management and as Lussier indicated that the view that the users of this style assertively attempt to jointly resolve conflict with the best solution, agreeable to all concerned, it is good for conflict resolution.

2.4 Consequences of conflict

Empirical research had shown a generally positive relationship between cognitive conflict and team and firm performance. A relatively high level of cognitive conflict was able to enhance decision making quality, and, therefore, team and firm outcomes, by stimulating different perspectives on and promoting critical examinations of the decision making criteria (Amason, 1996). For instance, based on a study of 48 TMTs of food processing firms Amason (1996) found that cognitive conflict was positively related decision quality.

Dooley and Fryxell (1999) observed a positive relationship between conflict and performance decision quality as well in a study of 86 hospitals. Eisenhardt et al.'s (1997) qualitative study of the performance of 12 high-technology firms found that cognitive conflict positively predicted firm performance. With a study of 92 work teams in the household goods moving industry, Jehn et al. (1999) revealed that cognitive conflict was positively associated with team performance. Similarly, Pelled et al. (1999) observed a positive relationship between

conflict and team performance with the data of 45 work teams from a high-technology company.

However, when the level of conflict becomes extremely high, it may begin to impair team and firm outcomes (Ekong, 2000). For instance, with a study of 80 project teams of undergraduates in business programs, Porter and Lilly (1996) observed that team performance declined when the team experienced a very high level of cognitive conflict. Jehn's (1995) study of 105 work teams dealing with no routine tasks found that conflict was related to team performance. In other words, when cognitive conflict went beyond a certain level, it became detrimental. Two plausible reasons account for this phenomenon. First, information processing research suggested that the amount of disagreement and variety in a team needed to match the level of variety of the task for the team to be effective (Ekong, 2000).When the level of variety of different viewpoints in a team exceeded the level of task variety and the amount of information required to complete the task, the high cost of integrating diverse perspectives and evaluating solutions would lead to declines in team performance.

According to Armstrong (2009), Conflict may had either a positive or a negative effect on organizational performance. Unmanaged conflicts for instance had a negative effect since they disrupt the organization and prevent optimal performance. Negotiation therefore played a key role especially for managers who were charged with the responsibility of conflict management arising from antagonizing parties. Negotiation to get a win- win outcome could help those in charge fix the situation, promote an increase in productivity and aid in the ability to foresee future issues (Armstrong, 2009).

2.5 Role of conflict management in organizational performance

There were many rising trends in organizational performance. However, this study sought to establish whether University of Zambia had embraced conflict management and the influence this had on organizational performance. Armstrong (2006) defines performance in output terms as the achievement of objectives and how these objectives were achieved. High performance results from appropriate behaviour, especially discretionary, and the effective use of the required knowledge, skills and competencies. Performance may be understood differently depending on the person involved in the assessment of the organizational performance for instance performance can be understood differently from a person within the

organization compared to one from outside. To define the concept of performance was necessary to know elements and characteristics to each area of responsibility. To report an organization's performance level, it was necessary to be able to quantify the results (Berger, 2003).

Rahim (1986) pointed out that effective conflict management encourages motivation, enhances morale and promotes individual and organizational growth. Ineffective conflict management, in contrast, generates more conflict and negatively affects the organization as a whole. Further he pointed out that there are various strategies for handling interpersonal conflict to deal with different conflict situations effectively in order to solve or minimize conflict in organizations. Adomi & Anie (2005) pointed out managers should develop appropriate strategies to resolve the conflict in their organizations or in the personal life. Rahim & Bonoma (1979) classified the conflict management strategies under five categories; competing, integrating, avoiding, obliging and compromising based on two basic dimensions: concern for self, and concern for others

The findings of the study established the fact that conflict management strategies have a significant effect on productivity. However, while the moderating effect of ownership structure on the relationship between conflict management strategies and productivity could not be established, the efficiency of each of the strategies varies. This is in line with the findings of Chandler (1962) in his work on strategy and structure as well as Harris and Ruefli's (2002) work on strategy/structure debate and examination of performance implications.

Number of studies have investigated conflict in organizations. However, a conflict is an integral part of human life whether it can be personal life or organizational life or social life or national life. Kapur (1997) indicated that conflict is a process in which an effort is purposefully made by one person or a group to block another person's or group's achievement of goals or the furthering his or her interests. In order to manage the conflict effectively the people need to be develop strategic approach. Kunaviktikul, Nuntasupawat, Srisuphan, & Booth (2000) indicated that management of conflict is especially important for the effective functioning of any organization and for the personal, cultural and social development of human beings.

In an interview conducted with the Coordinator of Post-graduate Studies in one of the private universities, he said that private universities have a laid down procedure in which the staff

can put across any grievance or any misunderstanding that they have with the university's management. He stated that in most cases, academic staff go through their Deans to the management to present their issues. In other words, staff followed the laid down procedure to get their issues clarified with the management of the university. The university has an administrative committee, apart from the council and the senate that attend to conflict issues. Most of the decisions taken by the committee are ratified at senate. He further stated that although the different layers of decision making may seem to take a while, however, the essence is to ensure that they do not take much time before final decisions or solutions come up. And staff try to satisfy the needs of the university by following the laid down procedures to get their conflicts resolved thus ensuring that the conflict does not debar them from discharging their responsibilities.

According to Richard et al. (2009) organizational performance encompassed three specific areas of firm outcomes: financial performance, product market performance and shareholder return. According to Armstrong, (2000) performance was a means of getting better results from the whole organization or teams or individuals within it by understanding and managing performance within an agreed frame work of planned goals, standards and competence requirements. Performance was the accumulated end results of all the organization's work processes and activities, (Berger, 2003). It was about how effectively an organization transforms inputs into outputs and comprises the actual output or results as measured against its intended outputs. Liptons (2003) proposed that performance was the ability of the firm to prevail. There was hardly a consensus about its definition, and this limits advances in research and understandings of the concept of perform. As the debate on what organization performance rages on, the approach on how to measure it had attracted even more scholarly attention.

2.6 Conflict management strategies

Historically, conflict management strategies have ranged from a basic face-negotiation theory by Ting-Toomey (1988) and competing theory among team members to manage intergroup conflict by Cohen and Ledford (1994) to the often-cited Thomas and Kill man 5 model strategies (1974). This project adopted Thomas and Kilmann defined five modes for responding to conflict situations and which were used by managers in decision making process (Mujtaba & McCartney, 2010). The first mode is competing which refers to a

situation where an individual pursues his or her own concerns at the other person's expense (Kilmann, 2007). This mode could be described as forcing and using a formal authority or power one possesses to satisfy his/her wishes and desires. A party should act in a very assertive way without any cooperation which might be necessary for emergency or time sensitive situations. Ethical dilemma was likely to occur in this type of conflict strategy as one of the parties could find it difficult to act in a way that helps the organization or others as it went against his or her principles and interests (Jones & George, 2014).

This was related to Kelly's (2004) study of dominating; the dominating style of conflict management was a style that forces behaviour to win one‘s position at any cost. According to Rahims (1992), dominating may mean standing up for one‘s rights and / or defending a position that the party believes to be correct‖. Analysis from this data produced a positive correlation between the dominating conflict style and the spiritual gift of ruler. The leader with the gift of rulership looks ahead to possibilities and future goals, offers guidance to reach those goals, and communicates those goals in such a way that others will listen and work to achieve them. Thus, when conflict occurred, the ruler would stand up for his or her position because it was believed to be essential to goal achievement. Dominating may win in the short term, but Rahims et al. (1999) contended that the style was short-sided and short-lived. Therefore, the ruler who used the dominating style of managing conflict too often may win the battle but lose the war.

Secondly, accommodation is another mode which is all about neglecting of an individual's concerns in favour of some other person. According to Rahims (1992), this type of conflict solving technique appeared when parties cooperated very well and one of the members was an expert in the given situation, thus is able to provide a better solution even if it works against somebody else's goals and desired outcomes.

Kelly (2004) further states that avoiding is another mode which refers to a scenario when a person neither pursues his/her own concerns nor those of the other individuals. Avoiding the conflict environment is very cardinal. It is the indifference of one party to the other's wills. The individual does not confront the other and try for a solution, because it is hopeless. As Karip (1999) states; "in cases where the parties value each other's interests and needs, the strategies of avoiding a conflict or ignoring the conflict are used". This type of situation took place when one of the parties did not want to participate in the conflict and paid no attention to it. It might happen when one of the parties had no interest in the conflict, does not wish to

win the argument or is emotionally unwilling to create any tension, and hoping that the situation would pass by.

Fourthly, collaborating (dialogue) implied working together to find a solution that satisfied all parties. The definition of collaboration in many dictionaries could be summed up as cooperation with the other parties to express and hear concerns in the effort to find a mutually satisfactory outcome. It was also called a "win-win" scenario which was possible when one takes into consideration the wishes of all parties, broadens the frames of usual solutions and analyses all of the ideas to create absolutely new and fresh outcome (Kilman, 2007).

A survey of more than 550 employees of large Canadian organizations revealed that "Employees wanted to feel involved in decisions that affect them by negotiating with managers before decisions were made" (Downie, 2007:28). Employees equated negotiation with fairness since participation led to creation of shared values. The survey report concluded that the components of a high performance workforce included effective voice for employees in strategy and governance, contingent compensation, teamwork and employee involvement through negotiation in problem solving. It further cautioned employers to recognize that employees had clear expectations of their employers and, in turn, that employers actions were critical since employees needed to have ownership of Strategy if they were to fully realize organizational performance.

Compromising is the fifth stage which is all about resolving the conflict with partial satisfaction of both parties. The condition where either of the parties forgo their desires in order to satisfy the others. In this case, persons seek a third way. Karip (1999) states that, "as long as both sides accept mutual compromise as a strategy, parties forgo certain issues in order to settle and achieve a solution." Sadly, it resolved the issue temporary. These conflict tactics could also be classified into three general groups: integration or working with people, distributive or working against people, and avoidance or working away from other people. The ultimate goals of any conflict managing techniques were to create a positive and conflict free atmosphere at the workplace, find a better solution to a problem and provide long life for the organization and their teams.

Furthermore, some scholars have also proposed a number of strategies. Wanjiru (2012) carried out a study in Kenya on negotiation and it influence on the performance of commercial banks. The study found that negotiation had an influence on performance in the

bank. For instance, negotiation was required before arriving at a compensation package agreeable by both parties. Moderate amount of conflict would be expected in the process but this would barely hinder performance, if not handled properly. This study investigated whether Stima Sacco had a communication strategy in place considering the influence negotiation had on performance. It can be supported that poor communication strategies between management and workers were the leading cause of conflict in the bank. This finding agreed with the findings made by Adegun (2002) who identified communication lapses as a problem to administrative effectiveness in Nigerian institutions of learning. This suggests that communication gap between management and staff might cause conflict and adversely affect administrative effectiveness in the banks.

In the same vein, the findings indicating sudden change in policies and imposition of decisions on workers by management as major causes of conflict agreed with the findings of earlier researchers (Capozzoli, 1995; Bens, 1999; Bamisaye, 2005). Furthermore, the finding which isolated the dialogue strategy as the best predictor of administrative effectiveness in the universities agreed with the findings made by Oyebade (2000) and Adeyemi (2010) who reported that the dialogue strategy was most commonly used in Nigerian institutions of learning. This suggests that other strategies need to be explored in the effective management of conflict in order to enhance administrative effectiveness in the universities.

In a study made by Kenneth (2000), it was found that co-operative approach to conflict leads to conflict efficacy that in turn results in effective performance as measured by managers. Michael.R (1989) quotes in a study on Conflict management and organizational development, that personal relations in an organization depends on four general forms such as, i) Power and dependency ii) Negotiating iii) Instrumental, and iv) Socio emotional aspects.

Linda (2007) discussed on organizational conflict management systems meaning the early dispute models such as Adjudication and Arbitration which are replaced by the Non-union environments characterized by team-based work systems, co-operative partnerships and joint ventures, participatory and collaborative management systems. Dean (2007) stated that co-operative relationships exist in an organization when skills to discuss diverse and conflicting views open-mindedly, combine energy, ideas and knowledge of diverse people inanhighly constructive manner takes place.

Students and the management should be able to overcome an “us versus them” mentality (Carten (2007)**.** Group connections build loyalty and strong relationships, but they can also

promote suspicion and hostility toward members of out-groups. As a result, groups in conflict tend to have an inaccurate understanding of each other's views and to see the other's positions as more extreme than they actually are. Whether dealing with conflict as a group or on your own, you can overcome the tendency to demonize the other side by looking for an identity or goal you share. Begin your conflict management efforts by highlighting your common goal of reaching a fair and sustainable agreement. Try to identify and discuss points of similarity between you, such as growing up in the same region. The more points of connection you can identify, the more collaborative and productive your conflict resolution process is likely to be.

Dean (2007) further states that both the university management should be able to look beneath the surface to identify deeper issues**.** Our deepest disputes often seem to involve money: labor disputes over employee wages, family conflicts over assets, for example. Because money is a finite resource, these conflicts tend to be single-issue battles in which one party's gain will inevitably be the other party's loss. But disputes over money often involve much deeper causes of conflict such as the feeling that one is being disrespected or overlooked. The next time you find yourself arguing over the division of funds, suggest putting that conversation on hold. Then take time to explore each other's deeper concerns. Listen closely to one another's grievances, and try to come up with creative ways to address them. This conflict management strategy is likely to strengthen the relationship and add new interests to the table, expanding the pie of value to be divided in the process.

Based on the literature review, various studies have been conducted to identify the conflict management strategies in public universities and banks. But there is no studies to identify the key factors for integrating conflict management strategies in public universities. This research gap induced the authors to undertake the present study. This review of literature has touched on the studies of conflict management strategies. It also delved into various researches that have been conducted on conflict management strategies. This is also a look at the studies that has been done on conflict management strategies on administrative effectiveness. From the review, it could be seen that quite a lot of work has been done on different conflict management strategies but not quite much has been done on conflict management strategies in public universities. This spurs the researcher to investigate conflict management strategies and their effectiveness in public universities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was applied in the investigation into conflict management strategies and their effectiveness in public universities. Andrews (2007:43) defines research methodology as "a strategy of inquiry which starts from the underlying philosophical assumptions which bear information to research design. The following aspects of the methodology were presented: research design, the target population, sample size and sampling procedures. It also describes the data collection, data analysis, and ends with a summary of the chapter.

3.1 Research design

Kothari (2003) defined research design as the conceptual structure within which research was conducted. It constitutes the blue print for the collection, measurement and analysis of data. According to Burns and Groove (1997), the design of a study is the end result of a series of decisions made by the researcher concerning how the study would be conducted. A survey research design was used in this study. Both qualitative and quantitative approaches were used. According to Moore and McCabe (1989:98), "a qualitative method is a method that involves description, thus seeks to describe and analyse culture and behaviour of humans and their groups from the point of view of those being studied". On the other hand, quantitative method is one which mostly relies on the principle of verifiability (Holloway & Wheeler, 1991).

3.2 Population

Cooper and Schindler (2001:769) define population as the total collection of elements from which individuals wish to draw a conclusion. In relation to this study, the population was principle officers (management), the four unions (UNZALARU, UNZAPROSU, UNZAAWU and UNZASU) and shop stewards from various departments at UNZA.

3.3 Sample size

According to (Karen, 1994) a sample refers to a subset of a population that had been selected and contains the characteristics of a population. The sample of this study was twenty one (21) participants. Three (3) principle officers, Eight (8) union representatives and Ten (10) shop stewards from ten departments.

3.4 Sampling procedure

According to Cooper and Schindler (2001), sampling lowers cost, gave more accurate results, and ensured greater speed of data collection and availability of population elements. For this study, therefore all the Departments would be represented for it to form strata. These would include management, union representatives and shop stewards.

According to Leedy and Ormrod (2005), the particular entities which qualitative researchers select comprise their sample, and the process of choosing them was called sampling. The most important thing in sampling is to identify an appropriate sample from which to acquire data. In this study, the researcher would use purposive sampling strategies**.** Purposive sampling implied that the researcher selected his or her informants based on their significance and relevance for the topic being investigated. This sampling technique was supported by McMillan and Schumacher (2001) who stated that "the power and logic of purposive sampling was that a few cases studied in depth yield many insights about the topic, whereas the logic of probability sampling depends on selecting a random or statistically representative sample for generalization to a larger population.

3.5 Research instruments

In this research interview guide was used to collect data from the respondents. In this method the interviewer personally met the informants and asked them questions regarding the subject of enquiry. The method makes the researcher to be efficient and effective to get the accurate and relevant data from the respondents. The major advantage of this technique was that there was no chances of non-response as the interviewer personally collected data and allowed for probing in order to get in-depth information.

3.6 Data analysis

Data analysis entails categorizing, ordering, and summarizing the data and describing them in meaningful terms Kasonde-Ng'undu (2013). The data was analysed using both qualitative and quantitative methods. Qualitative methods were be used mostly because the information collected did not contain any figures or numbers. Quantitative data was analysed using Statistical Package for Social sciences (SPSS). This helped the researcher to calculate frequencies and percentages. Tables, charts, and graphs were be used to illustrate and analyse the data that was collected. Qualitative data was analysed using coded themes of the questions to meet the objectives of the major study.

3.7 Ethical considerations

This study took into consideration the following ethical consideration: permission shall be sought from all participants and respondents before a questionnaire was administered to them. Therefore, in the process of carrying out data collection procedures the study would uphold confidentiality standards required. Confidentiality was central to developing a trusting and productive participants- researchers' relationship and was also a legal as well as an ethical issue. The researcher treated all the information the client shares as confidential material. Confidentiality was both an ethical and legal problem in counselling. Researchers believe they had a right and in fact, a duty to safeguard information presented in a research interview. Clients, too, have a right to expect that information revealed to a researcher was held in strict confidence. Therefore all the information provided was safeguarded by the researcher.

Furthermore, in order to uphold the ethical principle of anonymity, the participants in this research were not be allowed to write their names and positions on the questionnaires, instead the questionnaires was assigned with serial number by the researcher. In addition, the aspect of informed consent was taken onto account. The concept of informed consent refers to specific instances where a counsellor need to transfer information about the client to a third party such as a lawyer, teacher, doctor or even another counsellor. In case of the transferring of the information to the other interested parties, the researcher checked with the client that he/she clearly understands the implications of the reasons for and possible consequences of the disclosure. It was the researcher's duty to educate the client and safeguard his/her interests before disclosing the information gained in the counselling sessions.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0 Introduction

This chapter shows the findings of the study. The research was based on three main research questions which are; the causes of conflict at the University of Zambia, strategies used by the University of Zambia in conflict management and effectiveness of conflict management strategies used by the University of Zambia in resolving conflict.

These findings are presented using tables and chats which show the percentages of the findings.

4.1 Presentation of Findings

The study needed to establish the sex of the respondents and the findings were as shown in table 1 below:

Table 1: Sex of Participants

SEX	RESPONDENTS	PERCENTAGE
Female	4	19%
Male	16	76%
Non Response	1	5%
Total	21	100%

Table 1: Shows that there were 4 females these represented 19% , 16 were males and these stood for (76%) while 1 represented a respondent who stood for non -response and stood for (5%) all from a total of 21 respondents at a 100%. This showed that there more males than females.

Table 2: The Responses from the participants on how effective are the conflict management strategies used at UNZA

RESPONSE	RESPONDENTS	PERCENTAGE
Effective	15	71%
Not effective	5	24%
Non Response	1	5%
Total	21	100%

Table 2: Responses from the participants on how effective are the conflict management strategies used at UNZA. 15 respondents at 71% said they were effective, 5 respondents at 24% said they were not effective and 1non-response at 5%

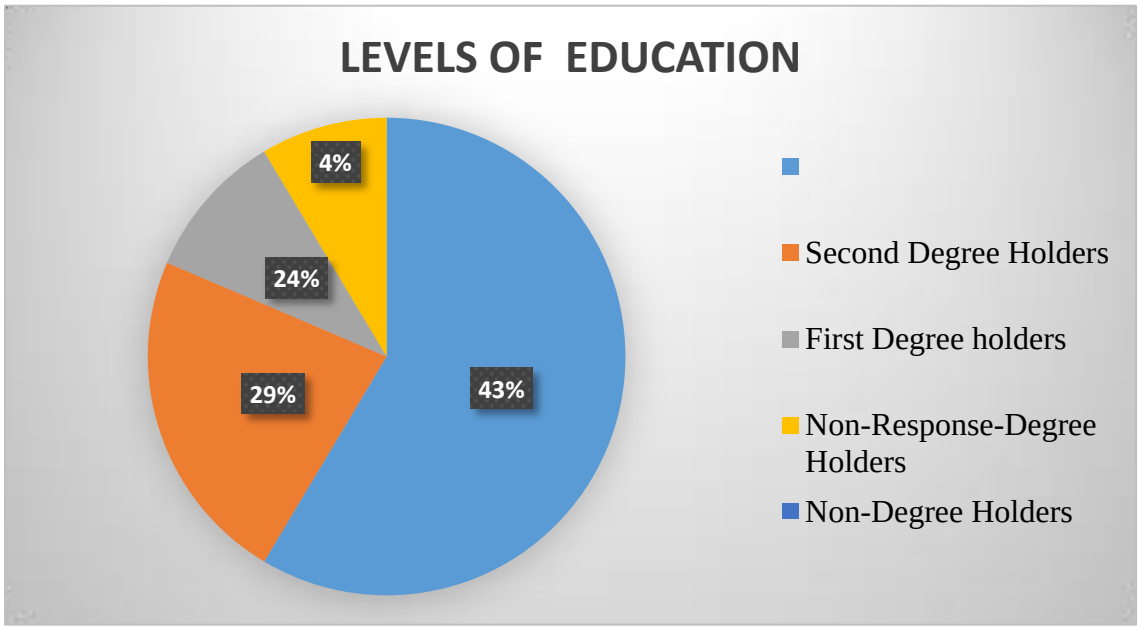

Figure 1: Academic levels of education among participants were as follows; 29% were PhD and Master's Degree holders, 24% were first degree holders, 43% were non-degree holders and 4% non-responses.

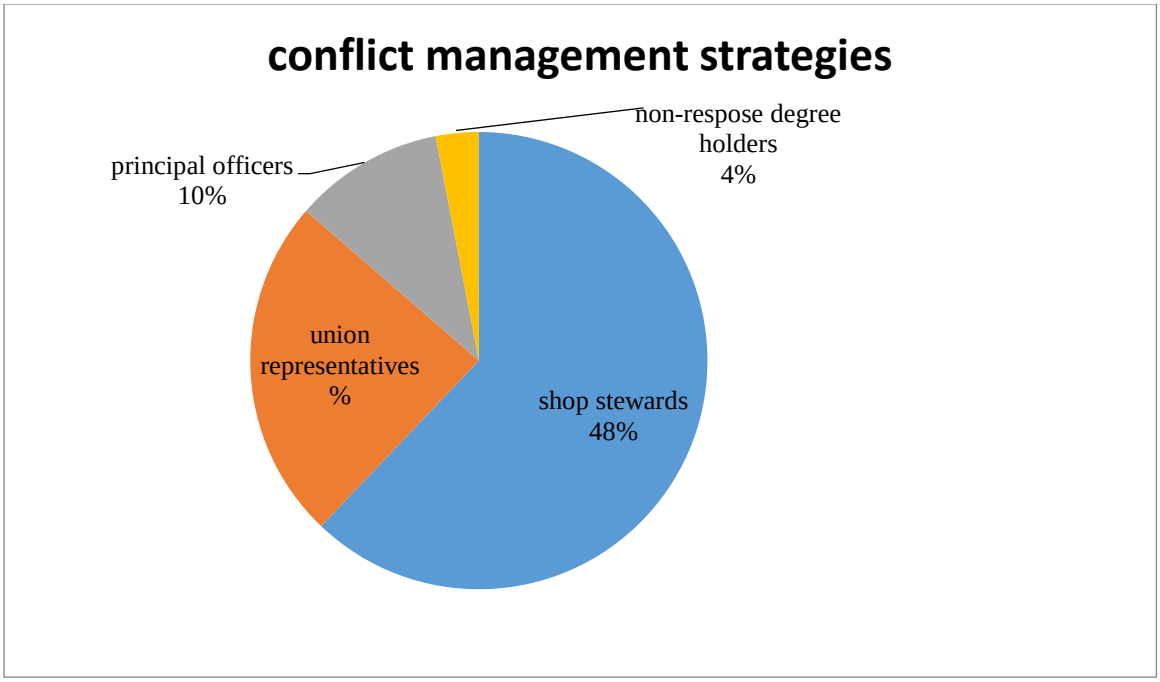

Figure 2: 48% of respondents indicated that they understood conflict management strategies as means of handling conflicts in working places, 10% of respondents indicated that they understood conflict management as the process of limiting the negative aspects of conflict while increasing the positive aspects. They further stated that the aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting like UNZA, 38% of respondents understood conflict management as strategies the University has employed in order to resolve conflicts among concerned parties and 4% non-responses.

Number of years worked with UNZA

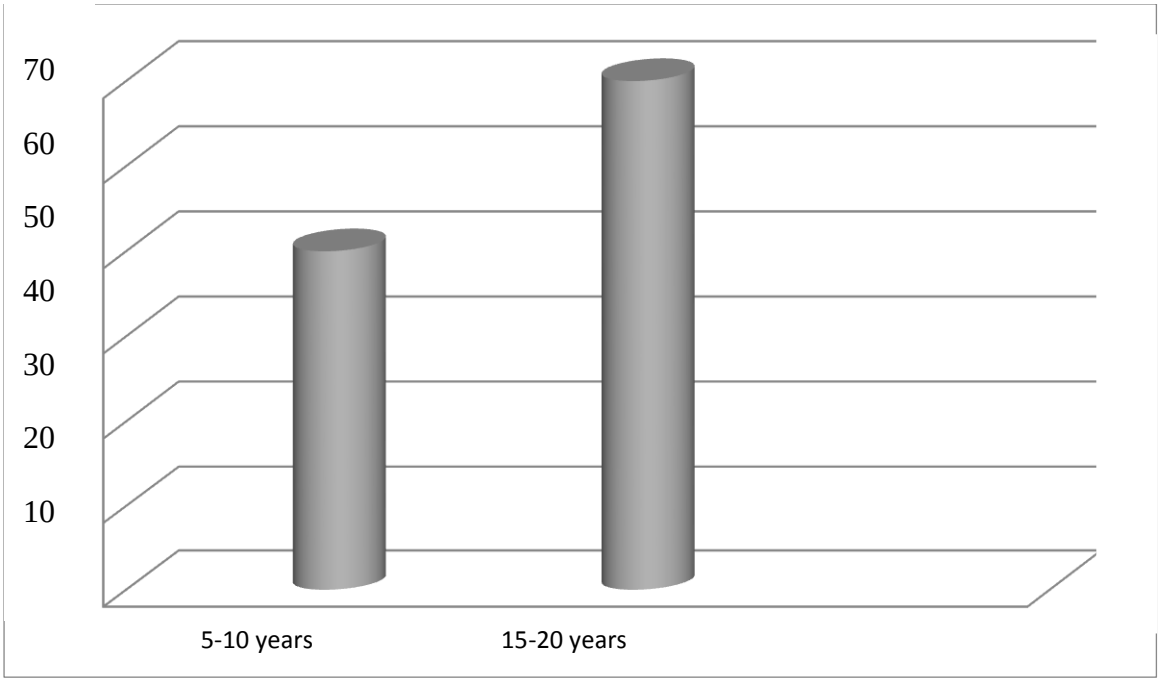

Figure 3: Number of years participants worked with UNZA between 5-10 years was 40% while those worked for 15-20 years was represented by 60%.

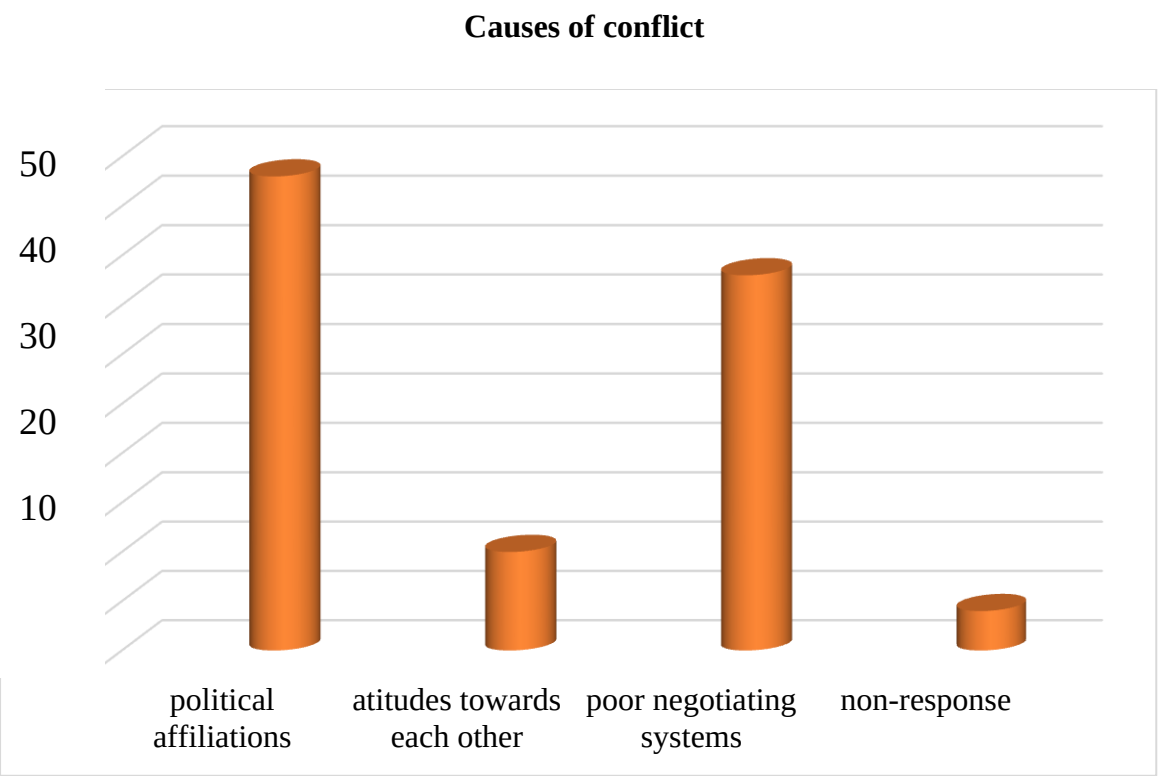

Figure 4: 10% of respondents had a view that conflict at the university of Zambia is caused by poor negotiation skills, 48% of respondents indicated that conflict is caused by people belonging to different political affiliations and negative attitudes towards each other/work , 38% of respondents indicated that poor negotiating systems and late payments of salaries/meal allowances result into down tools, students riots and all unarrest behavior and 4% non-response.

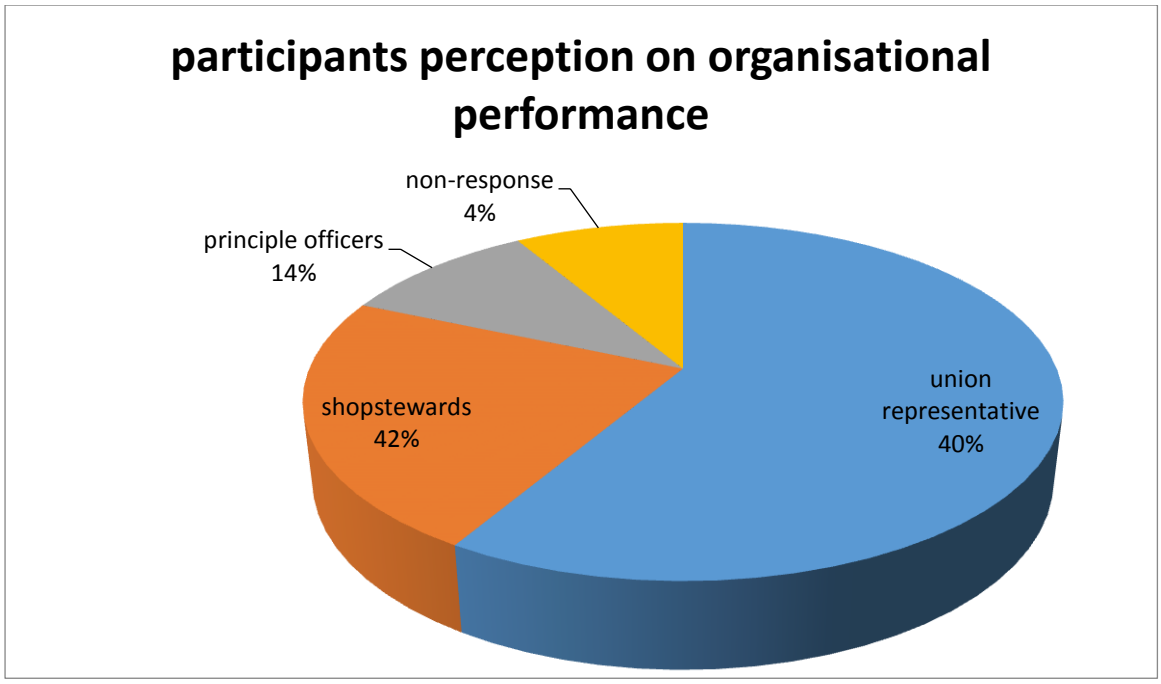

Figure 5: Participants' perception on organizational performance meaning 42% indicated that organizational performance meant rating the organization in terms of achieving or failing to meet its set goals, 14% understood organization performance as measuring the organizational performance against its set goals and objectives, 40% understood organizational performance as measuring organizational success against its failures and 4% non-response.

Figure 6: Strategies instigated on conflict management. 60% of respondents indicated that one of the strategies instigated by management was collaborating which means working together to find a solution that satisfies all parties involved. The other strategy was compromising which solves a problem with partial satisfaction to both parties involved and was recommended by 24% of respondents, accommodating which meant neglecting of an individual's concerns in favor of some other person which was recommended by 11% and 5% non-response.

Effectiveness of conflict management strategies

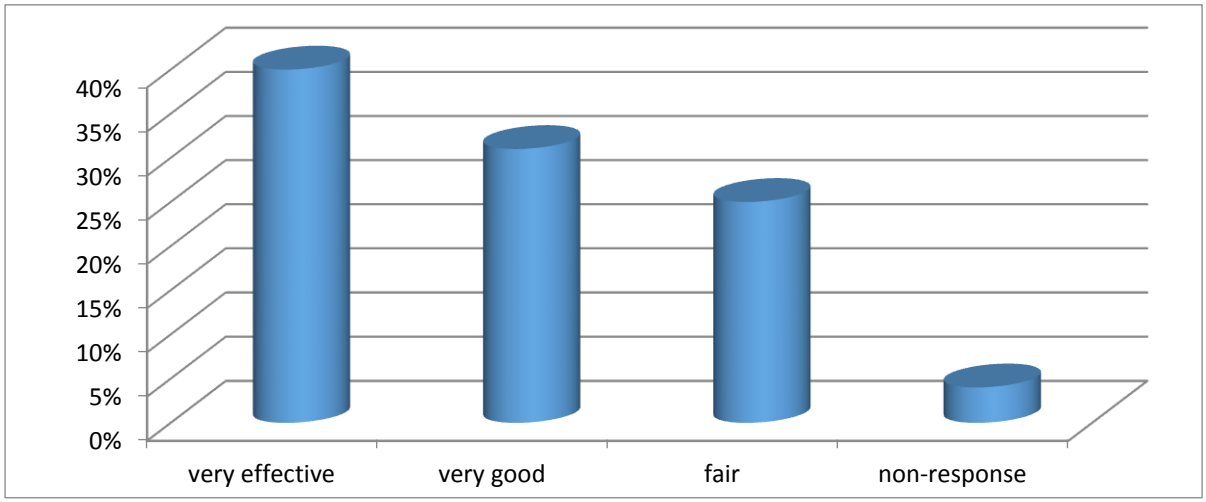

Figure 7: Effectiveness of conflict management strategies. 40% indicated that they were very effective, 31% indicated that the strategies were very good, 25% of respondents indicated that the strategies were fair, and 4% non-response.

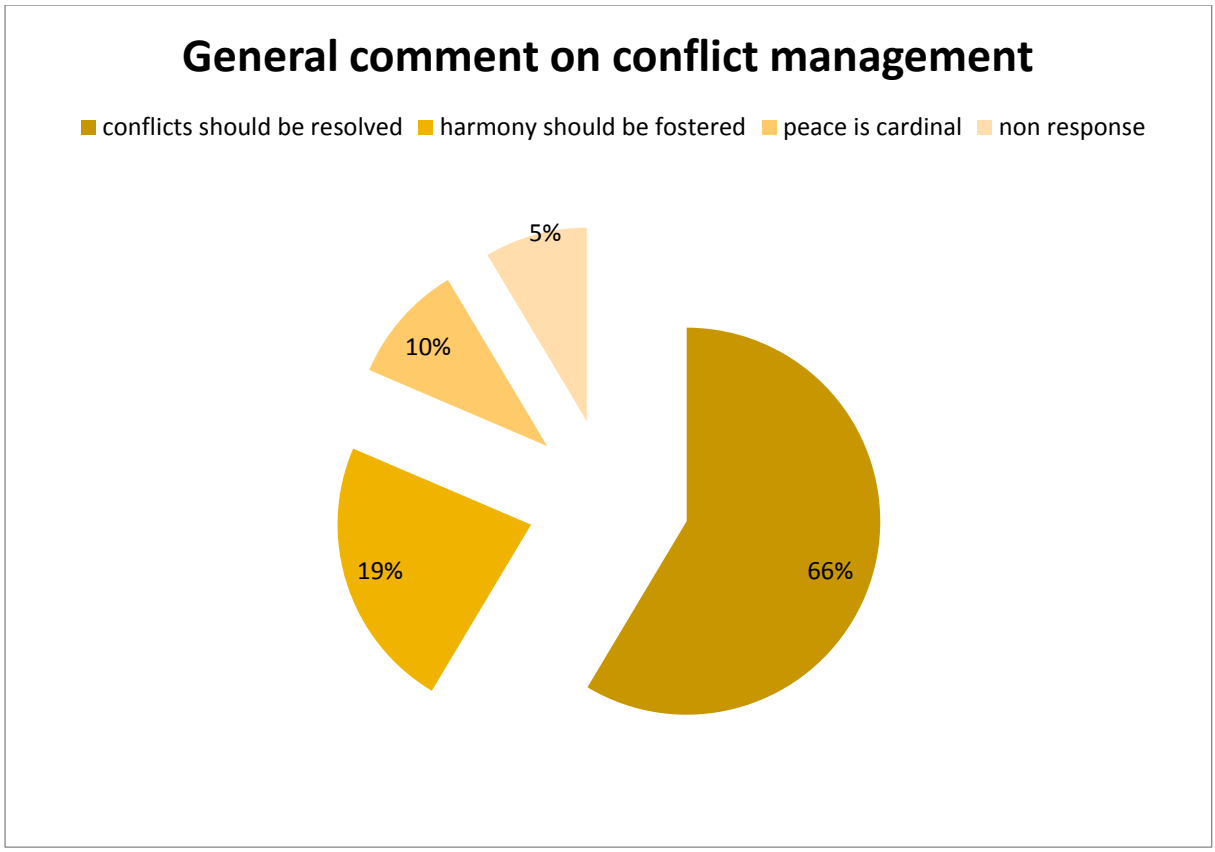

Figure 8: General comment on conflict management. 66% of respondents had a view that conflicts should be resolved, 5% non-response, 10% of indicated that conflict was bad and peace was cardinal to foster and 19% responded that harmony must be promoted.

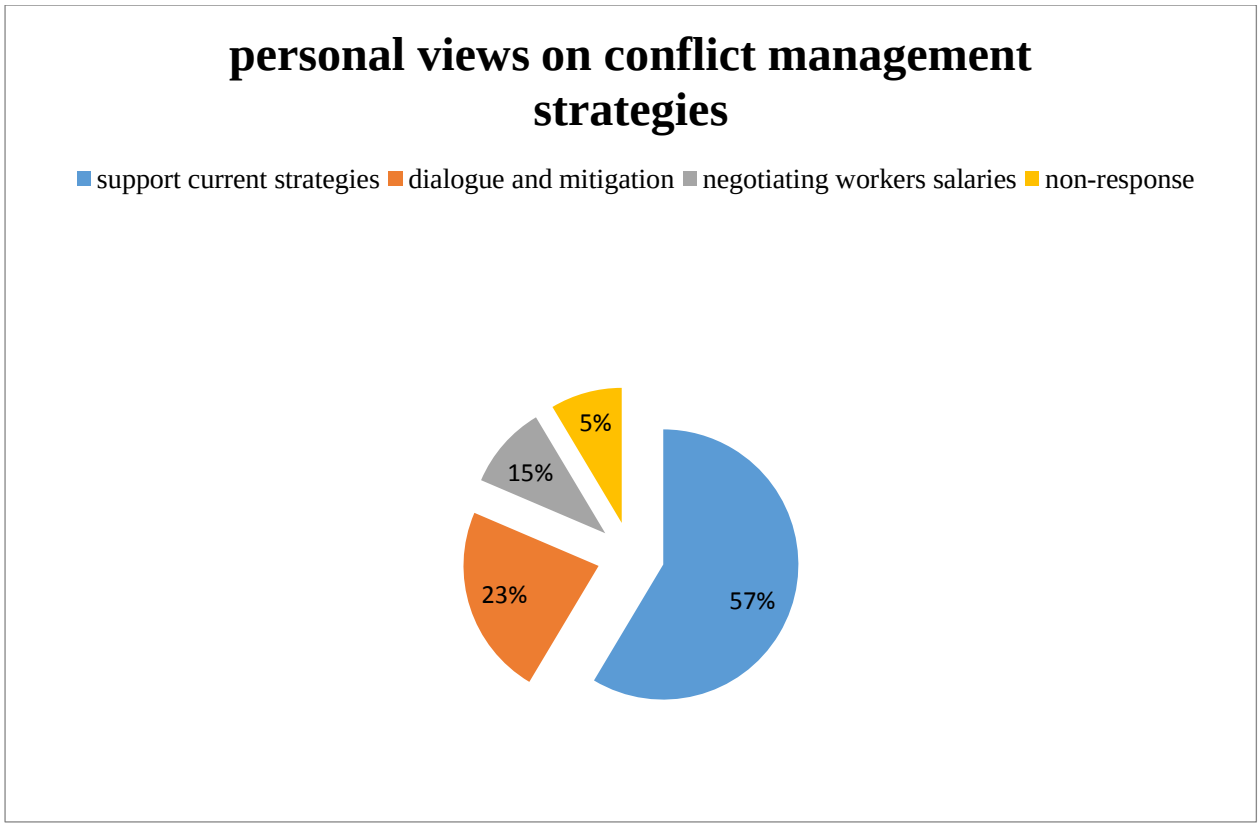

Figure 9: Views on conflict management strategies. 57% of respondents supported the current strategies used, 15% alluded to negotiation as the right strategy to be used for workers' salaries negotiation and lastly 23% who were of the opinion that dialogue and mitigation were the only strategies which were workable with 5% indicating non- response.

Central Administration building

Figure 10: Central administration comprises mainly of the Vice Chancellor, the Deputy Vice Chancellor, the Registrar and the Bursar as principle officers. The central administration initiates disciplinary process for its immediate subordinates. It also implements recommendations of the Standing Disciplinary Committee. It further implements decisions of council on disciplinary matters.

Dean of Students (DOSA) Office

Figure 11: Office of the Dean of Students investigates and decides on all kinds of students' cases through Student Body of Discipline and initiates disciplinary proceedings for employees in the Unit.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This section discussed the findings regarding conflict management strategies and their effectiveness in public universities in Zambia a case of University of Zambia. The results are discussed in line with research objectives and attempts are made to relate the findings to alternative or supportive views from both the key informants and from literature review.

5.1 Causes of conflict at the University of Zambia.

A good number of respondents from the University of Zambia said that conflict at the University of Zambia is caused by poor negotiation skills, political affiliations and negative attitudes towards each other/work while others bemoaned late salaries/meal allowances result into down tools, students' riots and all unarrest behavior. The members of staff usually get their monthly salaries late because of poor communication with the government as a grant aided institution. Retirees' packages and other contractual obligations are not timely paid to its employees making the situation even worse as "ghost workers" get paid monthly without work. Politics have been identified to be the main factor for students' riots at UNZA.

Students have been punished and denounced on suspicions of working with or being sponsored by some political leaders. "There will be discipline at UNZA and I would like the students at the University of Zambia from today to know that UNZA is not a place for any political party to come and organise them, otherwise they will go to the streets so that they go and join those on the streets. I have already put a precedent for the three students who were organising a riot last Friday, I have removed them from the bursary because I do not want people from the streets at the University of Zambia," Professor Luo said.

The three students; Lester Ng'ambi, Macdonald Muyabalo and Richard Malambo were being victimized for demanding a financial report from UNZASU and questioning some of Prof Luo's pronouncements on allowances. This incidence is a clear evidence that there are a lot of politics at UNZA. It's not only students involved in politics, even members of staff are found wanting a case of Dr Austin Mbozi a lecturer at UNZA who was recently arrested and charged for defamation of the president, Edgar Chagwa Lungu.

The findings of the Republic of Kenya (2001) indicate that management create conflicts in their university because of applying wrong managerial skills in planning, budgeting and expenditure control. In some cases, management do not apply proper use of accounting instructions provided by the Ministry of Education. This leads to misallocation of resources resulting to lack of essential commodities and services. The Report also indicates that management are not transparent and accountable in handling the financial issues of their universities (Republic of Kenya, 2001).

A Republic of Kenya (2001) indicates that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in universities, the management will always be blamed for being insensitive to the students‟ welfare. In such cases, the management can be transferred as a remedial measure because students demand for removal of such management. In some cases, the students receive the support of BOG in the indiscipline pursuit.

The suspension of the student union at UNZA (UNZASU) by the minister of High Learning institutions Hon. Prof Nkandu Luo is another evidence for political conflicts. The respondents said that the government wants to silent students by suspending the operations of students union (UNZASU).

The findings of the study also highlighted the causes of conflicts in public University according to the order of frequency as non-payment of salaries as at when due; inadequate amenities such as electricity and water; imposition of decisions on employees by management; denial of rights and privilege; refusal of management to honour agreement reached with workers union; sudden change in the college policy; non implementation of government circulars on staff welfare; communication gap between the management and workers; corruption allegations against management; improper power assignment; discriminatory application of college rules and regulations; and miscomprehension of duties.

The study agreed with the studies of Adeyemi (2010); Adeyemi and Ademilua (2012); and Olaleye and Arogundade (2013). The findings of the study revealed that the consequences of conflict in tertiary institutions were low productivity among staff; delay in promotion; suspension or dismissal of staff and students found guilty; closing down of school; disruption of academic calendar in the college/university; loss of lives and property; and inability to achieve the goals and objectives of the institution. The findings supported the findings of the study by Olaleye and Arogundade (2013).

5.2 Strategies used by the University of Zambia in conflict management

Respondents indicated that Conflict management influences individual wellbeing, group performance and organizational effectiveness. This research examined the psychometric qualities of problem solving, forcing, yielding and avoiding as distinct conflict management strategies, and the expanded compromising. A negotiation study showed substantial convergence between self-reports, opponent-reports and observer rated behavior for problem solving, forcing and yielding, but not for avoiding.

Collaborating Sometimes called a 'win/win' strategy, the collaborating strategy strives to make sure that both sides are satisfied. It requires an open discussion of all the issues and concerns, exploration of alternative solutions, and honesty and commitment from all the parties. To be successful, the collaborating style participants need to be able to surface concerns in a non-threatening way and think imaginatively. This is the most liked and used by the University of Zambia. The other strategy was compromising which solves a problem with partial satisfaction to both parties involved. Compromise is described in the Mouton-Blake Managerial Grid as being a win and lose agreement in which both parties get something of what they want but not all of what they want. Most disputes typically start with a competitive or collaborative strategy where the best possible outcome is the goal for both sides. However a number of factors such as time requirements, financial costs, use of power and influence, and practical matters often enter into the equation.

The realization that initial desired goals may be unachievable move parties to a negotiation process involving give and take in order to reach a compromised mutual agreement. Last but not the least was accommodating, this is a strategy where one party gives in to the wishes or demands of another. They’re being cooperative but not assertive. This may appear to be a gracious way to give in when one figures out s/he has been wrong about an argument. It’s less helpful when one party accommodates another merely to preserve harmony or to avoid disruption. Like avoidance, it can result in unresolved issues. Too much accommodation can result in groups where the most assertive parties commandeer the process and take control of most conversations. This is commonly use in management and union negotiation meetings at UNZA. Usually the unions give in for a very small percentage between 5-10% salary increments. One of the respondents said, ‘‘this type of conflict solving technique appeared when parties cooperated very well and one of the members was an expert in the given situation thus, provided a better solution even if it worked against somebody else’s goals and desired outcomes’’.

5.3 Effectiveness of various conflict management strategies used by the University of Zambia.

Collaborating strategy is mostly used in tribunals and staff disciplinary standing committees. It's highly recommended as it allows an open discussion of all the issues and concerns, exploration of alternative solutions, and honesty and commitment from all the parties. Collaborating is the method used when people are both assertive and cooperative. A group may learn to allow each participant to make a contribution with the possibility of co-creating a shared solution that everyone can support. Another strategy which recommended for its effectiveness in union-management negotiations was compromising, as it allows participants to be partially assertive and cooperative.

The concept is that everyone gives up a little bit of what they want, and no one gets everything they want. The perception of the best outcome when working by compromise is that which "splits the difference." Compromise is perceived as being fair, even if no one is particularly happy with the final outcome. Accommodating is not highly favored by the participants as management monopolizes the whole negotiation process as a result unions remain with little or no choice to give in. this is a strategy where one party gives in to the wishes or demands of another. They're being cooperative but not assertive. This may appear to be a gracious way to give in when one figures out s/he has been wrong about an argument. It's less helpful when one party accommodates another merely to preserve harmony or to avoid disruption. Like avoidance, it can result in unresolved issues.

For conflict management to be effective, Rahim (2002) identified the following need factors: Organisational learning and effectiveness, needs of stakeholders and ethics. One of the effective ways of managing a conflict in an organisation is to first and foremost recognize that there was a problem and thereafter create problem solving processes and implementation. He further stated that the art of managing organisational conflicts involved four processes which he referred to as the diagnosis, intervention, conflict, learning and effectiveness. Diagnosis, according to him, provides the basis for intervention whereby the conflict is viewed critically, and thus leads to learning and effectiveness in the organization.

Likewise, Oyebade (1995) identified certain strategies as important in resolving conflict. These strategies include dialogue, automatic, emergency and delaying approaches. The efforts of all stakeholders in the college/university management are required in ensuring amicable resolution of conflict. In this regard, Adebayo (2007) postulated that the first

strategy of conflict resolution is commitment to the management of productive conflict, such that conflict does not become destructive. He advocated for these strategies by enjoining leaders, management and all in positions of authority to promote the rule of law, protect the fundamental human rights, promote human freedom, fair allocation of values and equity of justice. These values are very essential in order to reduce friction and conflict in organizations. It has been observed that Nigerian colleges and universities have for decades been faced with so many crises ranging from conflict between academic staff and colleges and university administrators, students versus academic staff, students versus college or college management, non-academic staff versus college administrator.

Considering the findings of this study, it was concluded that conflict management strategies are critical variables in administrative effectiveness in public universities. It was concluded that all the conflict management strategies could only account for 71% of the variability in administrative effectiveness while the remaining of 24% might have been accounted for by the variations not mentioned in the study. It was concluded, therefore, that administrative effectiveness in public universities is a function of effective conflict management strategies.

The findings of the study highlighted the causes of conflicts in Ondo State tertiary institutions according to the order of frequency as nonpayment of salaries as at when due; inadequate amenities such as electricity and water; imposition of decisions on employees by management; denial of rights and privilege; refusal of management to honour agreement reached with workers union; sudden change in the college policy; non implementation of government circulars on staff welfare; communication gap between the management and workers; corruption allegations against management; improper power assignment; discriminatory application of college rules and regulations; and miscomprehension of duties. The study agreed with the studies of Adeyemi (2010); Adeyemi and Ademilua (2012); and Olaleye and Arogundade (2013).

The findings of the study revealed that the consequences of conflict in Ondo State tertiary institutions were low productivity among staff; delay in promotion; suspension or dismissal of staff and students found guilty; closing down of school; disruption of academic calendar in the college/university; loss of lives and property; and inability to achieve the goals and objectives of the institution. The findings supported the findings of the study by Olaleye and Arogundade (2013).

One of the major findings from this study was that both the management and academic staff of public universities were discovered to prefer the dominating strategy. Dominating conflict management style was considered appropriate from the literature when a quick decision is needed, the issue is trivial but important and it is necessary to overcome an assertive subordinate. The implication of this is that the parties have high concerns for themselves and a low concern for others, leading to a win-lose solution. This style displays competing behaviours said to be associated with aggression (Alzawahreh and Khasawneh, 2011). It was observed from the interview that a number of private universities operate command structure and any staff that did not toe the line in respect of their policies would either not be employed or if already employed, asked to resign or be sacked. The university management used their economic power to dominate their staff. The staff, on the other hand, would at all costs want to have their way without considering the implications of their actions on the management as well.

5.4 Gender, levels of education and period in service of the participants

The study sought to know the distribution of respondents by gender out of the 21. 76% of respondents were males while 19% were females and 5% non-response. Therefore, the research signifies that the researcher was gender sensitive in carrying the research.

On Levels of education of respondents, the study established that the majority of the respondents' were non-degree holders, followed by first-degree holders with a few of them being PHD holders. This implies that the respondents were educated enough to understand the issues to do with conflict management strategies.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The chapter is going to look at the conclusion of the findings of the research that was carried out: this will further look into recommendations that can be adopted to improve on the findings of the study.

6.1 Conclusions

In conclusion, it can be said that conflict is a natural occurrence, particularly in the workplace where multiple employees work together. The varying backgrounds and opinions of employees often lead to different conclusions or ideas on how to handle work projects. While some people choose to avoid conflict, others employ conflict management skills to resolve the situation. Training employees and yourself on conflict management provides beneficial skills for the workplace. Where there is conflict, development suffers and a lot of time which could be used for productivity is instead spent on resolving differences.

Thus, efficient conflict management strategies are very cardinal for good performance of an institution and workers get motivated resulting into good performance. Attitudes towards each other, belonging to different political affiliations and poor negotiation skills for workers' wages results into conflict with their employer leading to riots by their clients (students). When two or more values, perspectives and opinions were contradictory in nature and had not been aligned or agreed to in line with one's values; when values and perspectives were threatened; or discomfort from fear of the unknown or from lack of fulfillment, conflict was seen to be inevitable. Getting the most out of diversity meant contradictory values, perspectives and opinion. Workers viewed conflict as an activity that was almost totally negative and had no redeeming qualities. Some considered it dysfunctional, destructive, and at the same time as a catalyst for change, creativity and production. Thus, the University as an organizations was not immune from conflict because; in any circumstances where two or more people co-existed to form an organization, conflict was anticipated and healthy.

Poorly managed conflict often causes friction between the involved employees, possibly damaging the working relationship. By learning how to resolve conflicts in a professional, respectful manner, the employees involved are often able to strengthen their relationships.

The skills enable staff members to work well together because the parties involved know how to navigate the disagreement. Instead of fighting, insulting or ignoring one another, the colleagues learn how to better collaborate, which can help build their relationships.

6.2 Recommendations

Having analyzed the collected data, the presented findings on chapter five and conclusion, this part of the research report presents the proposed recommendations of the findings as outlined below:

- Management, members of staff and students must be recommended for conflict management training as it provides beneficial skills for the institution. Well managed conflicts often render to stronger relationships while poorly managed conflicts often cause friction between the involved employees and clients, possibly damaging the working relationship
- Conflict management strategies such as collaboration should be maintained as they seemed to be working well at the University of Zambia.
- Salary negotiations should be management's first priority and must be done in time if conflicts were to be curbed at the institution and the institution should not entirely be dependent on government grants, it should instigate other modes of financing the running of its affairs.
- The government must be paying students loans on time as they open schools and UNZASU must be brought back to life to allow students air their grievances and participate in conflict resolution processes.
- Conflict management should not be seen to connote a rigid approach that suits all situations, rather, it should involve a series of concerted efforts to prevent and arrest a seemingly serious crisis.
- University laws and regulations should be made available to both academic and professional administrators and all staff so as to avoid communication gap and conflict within the system.
- The guidance and counseling committees in the university should be strengthened so that they can educate the students on better ways of handling conflict.
- University authorities should complement reward students' good behaviors and to encourage them to behave well in school.

- Peer mediation teams should be established with selected students who are well behaved and equipped with conflict resolution skills to help the schools handle interpersonal conflict.
- Conditions that promote effective conflict management should include consideration of a wide range of alternative solutions, a cooperative climate, an organized and orderly process, and avoidance of artificial conflict-reducing devices such as voting or relying on a leader to make the final decision.
- The academic and professional administrators should continue to demonstrate spirit of tolerance so as to ensure the smooth running of the college.

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APPENDICES

Appendix 1: time frame

ACTIVITY			**MONTH**						
	April 2018	May, 2018	June, 2018	JULY, 2018	AUGUST, 2018	SEPTEMBER, 2018	OCTOBER, 2018	NOVEMBER, 2018	DECEMBER, 2018
roposal Writing									
Develop data collection instruments									
Collect data									
Edit, Code and data entry									
Data analysis									
Writing the Report and Submission									

Appendix 2: budget

Budget Activity	Input	Unit Cost
Design research report	Printing report drafts	K200
Designing research instrument	Photocopying and Printing	K200
Traveling costs	Bus fare/fuel	K500
Report writing	Printing Report and binding	K500
TOTAL		K1000

APPENDIX 3: INTERVIEW GUIDE FOR MANAGEMENT

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF SOCIAL SCIENCES

I am a post graduate student at the University of Zambia pursuing a Master's of Science in Peace, Leadership and Conflict Resolution (MSPL). I am carrying out a research study as part of the requirements for the completion of my programme.

This questionnaire is aimed at gathering information on the topic **CONFLICT MANAGEMENT STRATEGIES AND THEIR EFFECTIVENESS ON ORGANISATIONAL PERFORMANCE IN ZAMBIAN PUBLIC UNIVERSITIES: A CASE STUDY OF THE UNIVERSITY OF ZAMBIA**. Kindly, take a few minutes and respond to the questions in this questionnaire. Be assured that the information you provide will be treated with great confidentiality and your responses will be used specifically for academic purposes.

Please try as much as possible to make your answers specific. Your truthful answers will greatly be appreciated.

a) Gender……
b) Level of education …….
c) Job title of informant……..

1. How long have you been working with the University of Zambia? (Kindly indicate the number of years)
2. What do you understand about the role of conflict management in organisational performance?
3. Do conflicts exist among employees at the University of Zambia?
4. What is the prevalence of conflict among employees in your department or section?
5. In your own view what are the causes of conflict among employees at the University of Zambia?

6. How does conflict management affect the institution performance?
    a) Positively (Explain)
    b) Negatively (Explain)
7. What are some of the effects of conflict management on institutional performance?
8. How are conflicts resolved in your department?
9. A) Does your department or section have the committee which handles conflict?

   B) If not, what do you think are some of the reasons why your section doesn't have the committee which handles conflict?

   C) What strategies does your committee use in conflict management among employees in the department?

   D) How effective are the conflict management strategies used at UNZA?
10. In your own views what strategies do you think, should be used in conflict management at the University of Zambia?
11. What are your general comments regarding conflict management and institution performance at the university of Zambia?
12. Do you have any more information you would like to share with me on the issue of conflict?

THE END